

Policy and Guidance Statement

for able, gifted and talented pupils



“

“The local authority will work in partnership with schools to ensure that all Children and Young People have access to high quality education which meets the needs of individual pupils to enjoy and achieve, including the particular needs of not only able, gifted and talented young people, but those able pupils who may be underachieving or at risk of underachievement.”

”

Policy and guidance Statement for Able, gifted and talented pupils

Contents

1. AIMS and RATIONALE of the POLICY
 - a. Core Recommendations to schools: 10 Element Framework
 - b. Definitions of Able, Gifted and Talented

2. IDENTIFICATION STRATEGIES and CRITERIA
 - a. Curriculum Opportunities
 - b. Underachieving Able, Gifted and Talented pupils
 - c. Underachieving Able, Gifted and Talented pupils who may have additional needs
 - d. Exceptionally Able, Gifted and Talented pupils
 - e. Foundation Stage pupils

3. TARGET SETTING
 - a. At Local Authority level
 - b. At school level: Assessment Policies

4. TEACHING AND LEARNING
 - a. Monitoring of teaching and learning
 - b. Curriculum and pastoral support
 - c. Transfer and transition

5. A COMMITMENT TO IMPROVE THE SKILLS OF STAFF TO MEET THE NEEDS OF ABLE, GIFTED AND TALENTED PUPILS

6. RESOURCING, INCLUDING ICT, TO MEET THE NEEDS OF ABLE, GIFTED AND TALENTED PUPILS

7. INVOLVING PUPILS, PARENTS AND PARTNERS
 - a. Involving pupils
 - b. Involving parents
 - c. Involving partners

8. MONITORING AND EVALUATION

9. OFSTED AND ABLE, GIFTED AND TALENTED PUPILS

APPENDIX A: Constructing the Register

APPENDIX B: Target setting

APPENDIX C: What Makes a Good Learner?

APPENDIX D: What is Good Teaching?

APPENDIX E: Job description

APPENDIX F: Whole School Policy

APPENDIX G: Links with the SEF

1. Aims and Rationale of the Policy



Policy Statement

West Berkshire Council is committed to continuous improvement in all areas to by helping all Children and Young People in the authority to achieve their full potential. This policy statement for able, gifted and talented pupils is set in the context of recognising the importance of ensuring that West Berkshire Children and Young People meet each of the required 5 outcomes in Every Child Matters in a climate for learning in schools where achievement is valued and success is celebrated as part of a whole school "Learning Culture". The local authority will work in partnership with schools to ensure that all Children and Young People have access to high quality education which meets the needs of individual pupils to enjoy and achieve, including the particular needs of not only able, gifted and talented young people, but those able pupils who may be underachieving or at risk of underachievement.

Rationale

The underpinning rationale for the policy and the need for schools to identify both its high achievers and potential high achievers is the recognition it will lead to:

- Improved learning and improved achievement for all through the focus on challenge and high expectations for the whole school community;
"A rising tide lifts all the ships" (Joseph Renzulli, 1998)
- greater equity through ensuring that every pupil has his/her needs met;
- an important investment in the future.
"Today's gifted and talented pupils are tomorrow's social, intellectual, economic and cultural leaders" (Deborah Eyre 2005)

In West Berkshire, we endorse the use of the National Association of Able Children in Education Challenge Award Self Evaluation Framework for Able, Gifted and Talented pupils as the means for schools to audit and action plan for whole school continuous improvement to ensure quality provision for able, gifted and talented pupils. The key principles of that Framework are contained in this guidance. We recognise that the process of schools meeting the Challenge Award criteria will also support schools in achieving "Excellent" benchmarking against the DfES Institutional Quality Standards for Gifted and Talented pupils.

Core Recommendations to Schools: 10 Element Framework

The local authority will provide support to schools through training and guidance for teachers and governors through advising schools to ensure that all West Berkshire schools have:

1. A whole school commitment to able, gifted and talented pupils, including an inclusive policy and action plan, leading to an ethos of "Challenge for All" where the achievement of all pupils is valued and success is celebrated;
2. a wide range of identification strategies and criteria for able, gifted and talented pupils;
3. targets for improvement for the provision, performance and achievement of able, gifted and talented pupils;

4. a wide range of teaching and learning approaches and organisational strategies to meet the needs of able, gifted and talented pupils. Schools also need to provide a curriculum which promotes breadth, depth and flexibility as well as ensuring that provision addresses the pastoral care of able, gifted and talented pupils as well as their learning needs;
5. regular reviews to identify and support underachieving able, gifted and talented pupils;
6. a named able pupil co-ordinator and a commitment to improve the skills, knowledge and understanding of staff to meet the needs of able, gifted and talented pupils;
7. programmes to support exceptionally able, gifted and talented pupils i.e. (top 2% of pupils nationally);
8. a range of appropriate resources, including ICT, to support provision for able, gifted and talented pupils, particularly independent learning;
9. planned strategies to listen to and take account of the views of able, gifted and talented pupils, encouraging them to take responsibility for their own learning. Schools should also listen to views of parents, keeping them informed and encouraging them to support their child's learning. In addition, schools also need to work with partners and stakeholders to enhance provision and ensure consistency through effective collaboration;
10. a whole school action plan for able, gifted and talented pupils which is regularly monitored and reviewed by the school and governing body.

Detailed curriculum guidance and information about training for schools is available in the Gifted and Talented area of the Curriculum Guidance for Schools on the West Berkshire Uniservity intranet. There is also a teaching resource library at The Challenge Centre, situated at Fir Tree Primary School, Fir Tree Lane, Newbury RG14 2RA.

The commitment to support able, gifted and talented young people is reflected also in the local authority Learning and Teaching policy and in other related policies and guidance.

Definitions of Able, Gifted and Talented

A wide range of terms nationally is used to describe pupils to have the ability or potential to do well in one or more area of life e.g. able, more able, high achiever. There is no "correct" terminology, and **what is important that there is consistent usage across your school, and that definitions have been agreed and understood by all staff.** The terms Gifted and Talented are also gaining greater national currency through the advent of the National Academy of Gifted and Talented Youth and the Excellence in Cities models of provision. In accordance with the NACE Challenge Award, West Berkshire has adopted the term Able, Gifted and Talented to describe this cohort of pupils.

West Berkshire is a high performing authority and, given the socio- economic profile, some schools may have up to 30% of able pupils who may need additional support in more than one subject from time to time. Within this group a smaller group of 5% to 10% may be considered as gifted and talented, or more able if that is a school's preferred terminology, with a small minority of exceptionally able pupils i.e. in the top 2% nationally.

Able, gifted and talented pupils can be defined more specifically as follows:

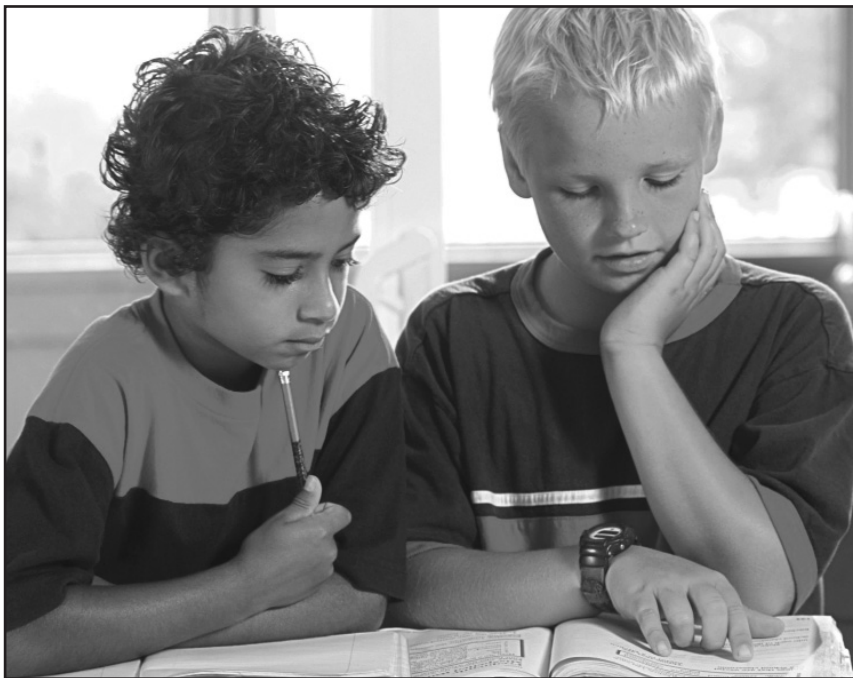
Able Pupils	Gifted Pupils	Talented Pupils	Exceptionally Gifted or Talented pupils
These are pupils whose attainment is above average for their year group within their own school, or is potentially so.	These are pupils whose attainment in academic subjects is markedly above average for their year group within their school, or is potentially so.	These are pupils who demonstrate skill, ingenuity, creativity or ways of thinking that are markedly advanced for their year group within their school.	These are pupils who are exceptional in their year group, and may, in fact be several years ahead .
This may be in one intelligence domain or more across the National Curriculum subject range. This group accounts for approximately 30% identified in one subject and 20% for those identified more than once.	This may be in one intelligence domain or more in English, maths, science, history and geography. This group typically accounts for 5% to 10% of the school population. This definition also matched with the DfES guidance.	This may be in one intelligence domain or more in Arts subjects e.g. music, art, design, ICT DT PE, PSHE, MFL. It may also include leadership or entrepreneurial skills. This group typically accounts for 5% to 10% of the school population. This definition also matches with the DfES guidance.	Pupils in this category could be three levels or more above national expectations. In arts subjects, such as music, they could be years ahead of their peers.
Typically, demonstrating one level above the school cohort	Typically, demonstrating between one and two levels above the school cohort	Typically demonstrating between one and two levels above the school cohort	

N.B. in the **initial phase** of the launch of the National Register in 2006, the cohort identified by the National Academy of Gifted and Talented Youth are those pupils whose raw combined KS2 English and mathematics combined scores are in the top 5%.

Identification is a context specific process; however, in West Berkshire schools it is likely that identified able pupils will be working at, or have the potential to work at, above national expectations. Schools need to establish a working definition which is shared and understood by the whole school community so that they can answer the question "Who are the able, gifted and talented pupils in our school?" and "How can we ensure that their needs are being met?" Schools need to take time to have quality discussion around definitions and the purpose of identification to ensure that teachers have ownership of the process. No single definition of ability exists, and identifying a cohort is not easily achieved without considerable discussion.

The House of Commons Inquiry into Highly Able Children stated in 1999:

"The identification of the target group proved the most complex aspect of our inquiry...some evidence suggested that the search for a precise definition might distract schools from finding ways to meet the needs of their most able children"



West Berkshire is a high performing authority and, given the socio-economic profile, some schools may have up to 30% of able pupils who may need additional support in more than one subject from time to time.

2. Identification Strategies and Criteria



Able, gifted and talented pupils need to be identified in order to create appropriate provision and to ensure that their needs are met by individual subject teachers. Detailed guidance about identification and the use and format of the register can be found in Appendix A. With the launch of the National Register and the introduction of School Improvement Partners, it is likely that the performance and achievement of able pupils will form an important part of the single conversation, and schools will need to be secure about discussing identification, tracking and the quality of provision.

Recommendations to schools

Schools should ensure that there is a clear rationale for identification which is inclusive and:

- Encompasses all pupils who have abilities and talents well above those found normally within the school and broadly reflects the school's social and economic composition, gender and ethnicity;
- recognises particular talents in the arts, sport, vocational and entrepreneurial areas as well as academic subjects;
- recognises pupils who may be underachieving able, gifted and talented pupils;
- recognises that breadth of provision and experience creates opportunities for talents and abilities to emerge and be recognised;
- is based on a range of objective criteria across all subjects and courses e.g. SATs, CATs, QCA tests. MidYis, teacher assessment and observations;
- seeks the views of all those involved with the pupil including parents/carers, teachers, employers, mentors, the pupils themselves, other pupils and professionals that the school may consult. Schools should have an appropriate range of strategies to identify able, gifted and talented pupils that:
 - involves all staff and includes a wide range of assessment opportunities;
 - involves regular reviews of progress of all pupils;
 - draws on evidence of pupil achievement through robust transition strategies and documentation that identifies able, gifted and talented pupils.

The able, gifted and talented cohort is diverse group and abilities and talents develop at different rates, and may change over time. Some do well in statutory tests and national qualifications while others may demonstrate leadership qualities, high level practical skills or capacity for creative thought.

Curriculum Opportunities

Schools need to also recognise that ability or talent may not develop unless the opportunity is provided through curricular or extra curricular opportunities. West Berkshire Council recognises the importance of working in partnership with schools to support wider schooling and enrichment opportunities such as Gifted and Talented summer schools, English and mathematics master classes; 6th form enrichment programmes; Youth Parliament; Study Support opportunities; small school collaboration on enrichment projects, and Primary Learning Networks with an able pupil focus.

Underachieving Able, Gifted and Talented Pupils

The recognition that some pupils, for various reasons, may not be fulfilling their potential is an important aspect of ensuring quality provision for all able, gifted and talented pupils. Schools need to have clear procedures to identify underachievement. Specific targets or learning goals will then be negotiated with these pupils. Too many pupils, either for social or personal reasons, or simply through lack of good provision and low expectations, have abilities or talents which remain undeveloped throughout their school career. This is sometimes because such pupils can seem disaffected with school and can often lack motivation, or they are content just to "get by" in an attempt to hide their exceptionality. Furthermore, underachievement in able pupils can be undetected because attainment is high i.e. able pupils who can do well in examinations without a great deal of effort.

Underachieving pupils should be supported through An Individual Challenge Plan or equivalent (Appendix B)

Able, Gifted and Talented Pupils who may also have additional needs

Some pupils who are able, gifted and talented may also have additional needs because of physical and/or sensory impairments, language and communication difficulties, learning or social, emotional or behavioural difficulties.

In such cases, e.g. pupils with dyslexia, dyspraxia, Attention Deficit Disorder and Asperger's Syndrome, it is easy to overlook their strengths and talents and focus on difficulties and deficits. Schools need to ensure that they are alert to where all pupils may be showing instances of talent or ability, and include such pupils in the identification of able pupils process. The local authority recommends that schools seek guidance and advice from the LA Educational Psychologist to support identification where appropriate.

Able, Gifted and Talented Pupils who may also have additional needs should be supported through An Individual Challenge Plan or equivalent (Appendix B)

Exceptionally able pupils i.e. top 2% nationally

Most schools will be able to meet the needs of exceptionally able pupils through their own quality curriculum provision, but there will be times when support needs to be provided through links with other partnership organisations, subject specialist support, or with learning mentors. The setting up of the National Academy for Gifted and Talented Youth at the University of Warwick will be an important resource for schools in supporting such pupils. Schools need to show that they have strategies to provide for exceptionally able pupils and that they recognise that, without supportive intervention, their needs may not be met.

Exceptionally able pupils should be given an IEP or equivalent (see Appendix B)

Checklists and links to useful websites to support identification can be found in the West Berkshire Handbook for Able Pupils and on the Gifted and Talented area of Uniservity.

In comparison with their peers, when engaged in their area of expertise, able, gifted and talented pupils will tend to:

- Show a passion for particular subjects and seek to pursue them;
- master the rules of a domain easily and can transfer their insights into new problems;
- observe their own behaviour and hence utilise a greater range of learning strategies than other (self regulation);

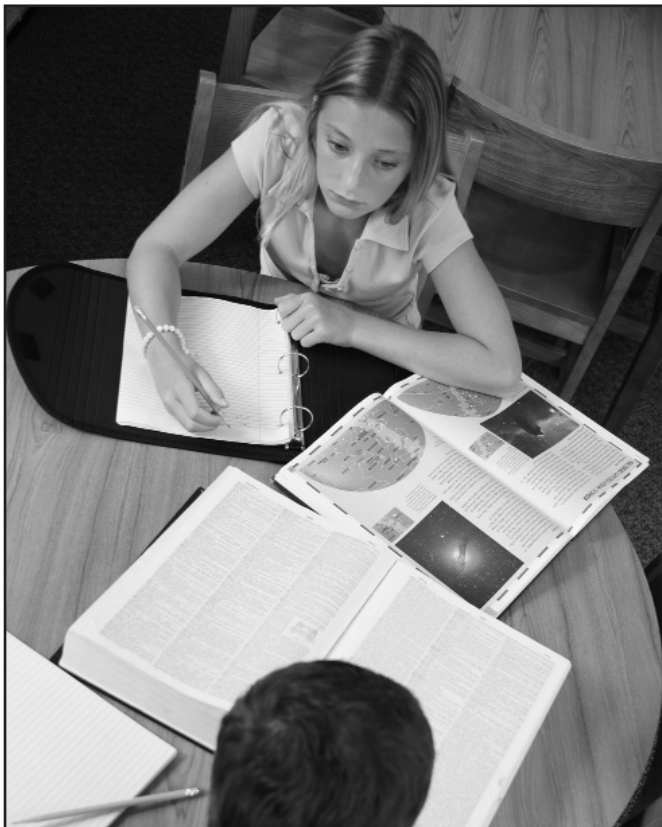
- make connections between past and present learning;
- work at a level beyond their expected years;
- show intellectual maturity and enjoy engaging with the subject material;
- actively and enthusiastically engage in debate and discussion on the subject;
- produce original and creative responses to common problems.

High ability is more complex than simply being "better at something than others". There is also the need for engagement on behalf of the learner if he or she is to reach their potential. Some able pupils may need support in developing the attitudes, habits and dispositions of good learners.

The local authority recommends the use of "What makes a good learner?" (Appendix C) as a tool to work with pupils to increase task commitment - particularly with underachieving able pupils.

Foundation Stage Pupils

School need to be aware of the potential and abilities of pupils from their time of entry into school to ensure they are appropriately provided for. Able pupil characteristics can be identified at an early age, though schools need to also be mindful of those pupils who may be initially ahead due to the "advantage" of good parenting and an effective home environment for learning.



West Berkshire is a high performing authority and, given the socio- economic profile, some schools may have up to 30% of able pupils who may need additional support in more than one subject from time to time.

3. target Setting at Local Authority level



The local authority works in partnership with schools to ensure that schools have clear targets to improve the provision, performance and achievement of able pupils. This will be done primarily through the role of the School Improvement Partner who will encourage schools to set challenging targets. Schools are supplied with Family Fischer Trust information and local authority training on Raise Online to support this process. The local authority tracks school attainment to ensure that able, gifted and talented pupils are making the progress they should. Groups of potential underachievers are also closely tracked e.g. ethnic minority pupils.

As a local authority we strive to be above the national expectations and at least in line with similar authorities for the following measures:

a. Attainment in the statutory test and tasks

Aged 7	level 3 and above in English, maths and science
Aged 11	level 5 and above in English, maths and science
Aged 14	level 6 and above in English, maths and science 5+ GCSEs or equivalent at A*/A or equivalent) 3 A levels at A grade or equivalent

b. Value Added measures

- Conversion levels from level 3 to level 5 at KS1
- Conversion levels from level 5 to levels 7 and KS3
- Conversion levels from pupils in the top 5% of KS2 combined raw English and maths scores to 5A*/A at GCSE through to 3 A's or equivalent at A level.

The introduction of The National Register for Gifted and Talented pupils will also be a key tracking measurement to ensure that these identified pupils achieve as they should. The local authority will also monitor progression of schools' identified able, gifted and talented population into higher education.

c. Qualitative measures

- The Local Authority sets itself the target of 80% of secondary schools and 50% of primary schools achieving the Challenge Award by 2010

The Local Authority will also monitor membership of NAGTY and participation in activities such as LA summer schools, master classes and study support activities for able, gifted and talented pupils.

At School Level

Assessment policies

School's assessment policies should include a focus on the needs of able, gifted and talented pupils. Assessment policies should include a commitment to supporting pupils to demonstrate high levels of performance by offering teaching opportunities aimed at enabling pupils to reach higher levels of achievement. Information gathered through assessment processes should be used to inform target setting at a range of levels and to inform the school's strategic planning.

It is important that schools set themselves challenging targets in their able pupil action plan, and we recommend that schools should make clear what improvements will be brought about through its implementation. Those outcomes will be both quantitative and qualitative. For example, targets could be linked to improving the range of curriculum opportunities, or there may be specific targets linked to improvements in performance for able pupils taking vocational qualifications. The use of individual pupil targets to improve achievement is important and the progress of able, gifted and talented pupils should be tracked and reviewed. Formative assessment strategies should underpin feedback and target setting processes. In particular, able, gifted and talented pupils should be encouraged to set their own targets and take responsibility for their learning.

Recommendation to schools

Schools' action plans for able, gifted and talented pupils should:

- Have targets to improve both the quality and range of its provision to support all potential talent to ensure breadth, depth and pace
- have specific, measurable targets for improving the performance and achievement of able pupils for:
 - Whole school
 - Cohorts
 - Individuals

For further detailed guidance on target setting see Appendix B



targets could be linked to improving the range of curriculum opportunities, or there may be specific targets linked to improvements in performance for able pupils taking vocational qualifications

4. teaching and learning



The most important part of provision is what happens in the classroom. This is the direct responsibility of the classroom teacher. Classrooms should be places where all pupils are challenged and inspired to learn. This will only happen through planning lessons with the needs of able, gifted and talented pupils in mind. Schools should use a range of learning opportunities, teaching approaches and organisational strategies to meet the needs of able, gifted and talented pupils.

Recommendations to schools

Each school should have teaching and learning policy which includes:

- Recognition of the need to meet the range of learning styles of all pupils;
- promotion of independent and enterprise learning;
- teaching strategies which are based on assessment for learning;
- guidance on providing a range of teaching approaches;
- teaching strategies which are based on assessment for learning;
- guidance on differentiation so that able, gifted and talented pupils are challenged in lessons;
- promoting teaching pupils in different ways including lectures, seminars, tutorials and one to ones.

Monitoring of teaching and learning

Able, gifted and talented pupils should be identified as a focus in the school's policy for monitoring teaching and learning. The local authority recommends the use of "What is Good Teaching" (Appendix D) for monitoring purposes. The highlighted sections identify where there is particular challenge. The local authority makes a commitment to provide schools with regular training and support with the use of "What is Good Teaching?"

Curriculum and Pastoral Support

Schools should provide a curriculum experience which provides breadth, depth and flexibility to meet the needs of able, gifted and talented pupils. It is also important that provision addresses the pastoral care of able pupils as well as their learning needs.

Recommendations to schools

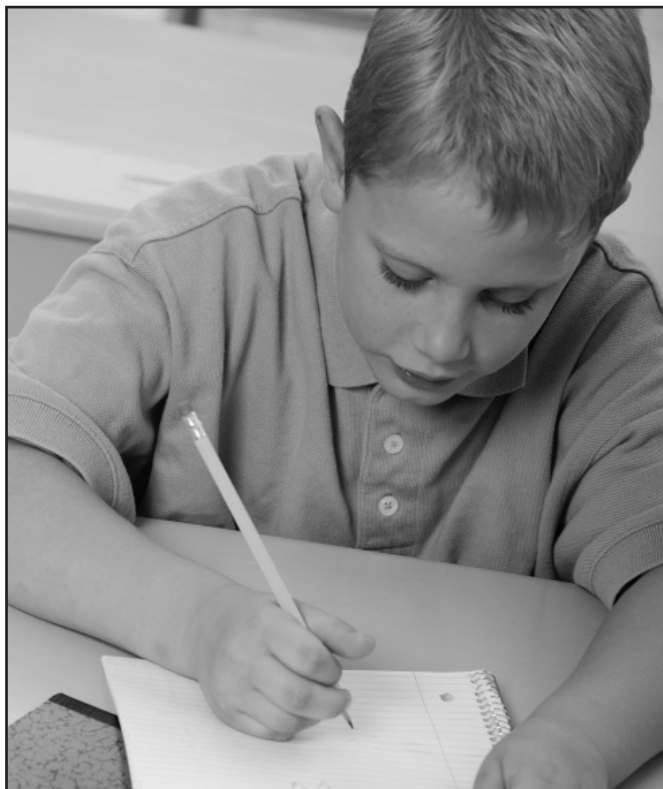
Schools should make a commitment to offering a broad, balanced and flexible curriculum that recognises:

- That a wide range of opportunities will support identification of particular abilities, gifts, talents, and skills. Some of these opportunities may also take the form of extra-curricular or enrichment activities;
- the need to take account of personalised learning so that pupils can progress at different rates and along different pathways;
- that pupils need to have a broad range of learning experiences including work related learning;
- the importance of creativity and enterprise in all aspects of learning;
- the potential to use new technologies to broaden learning opportunities and allow for personalised learning;
- the need to give opportunities to take risks.

Providing high quality careers guidance and support to ensure that able, gifted and talented pupils make choices which are appropriately aspirational is also an important aspect of provision. Schools will also have to demonstrate how they secure the emotional well being of pupils, providing mentoring and support where appropriate.

Transfer and transition

Points of transfer and transition are of particular significance for able, gifted and talented pupils as ineffective communication regarding the achievement levels could lead to a lowering of expectation in the receiving school, class or next phase of education. Careful record keeping between schools, staff, parents and pupils is essential.



Classrooms should be places where all pupils are challenged and inspired to learn. This will only happen though planning lessons with the needs of able, gifted and talented pupils in mind.

5. A commitment to improve the skills of all staff in the school to meet the needs of able, gifted and talented pupils



In order to develop quality provision for able, gifted and talented pupils, it is essential that all staff are trained in understanding the needs of able pupils and how to provide for them in their daily teaching. Research has shown that the very able cannot make progress without the means to learn and with specific provision and adult guidance, pupils will learn at a far greater speed than otherwise. All curriculum subjects need to offer high-level learning opportunities. Teachers need to have a wide repertoire of approaches, and be able to challenge pupils' thinking through probing questioning and a problem solving approach to learning. Teachers also need to help pupils reflect on their own learning and thinking, so that pupils know how they learn best. It will be the role of the school co-ordinator for able, gifted and talented pupils to ensure that the needs of able pupils are met through the staff development programme.

Recommendations to schools:

- There is a whole school co-ordinator for able, gifted and talented pupils with links into every department and supported by the Senior Leadership Team.

Ensure training for staff includes:

- Strategies for the identification of able pupils
 - Assessment for Learning
 - Strategies to provide appropriate challenge and support
 - Strategies to develop/enhance pupil's self esteem
 - Differentiation
 - Learning styles
 - Questioning Skills
 - Thinking skills
 - Problem solving
 - Enterprise learning
 - Emotional intelligence
 - Career management
 - Data analysis
- Staff development shows progression and is based on analysis of need;
 - staff have appropriate levels of subject knowledge to meet the needs of able, gifted and talented pupils or the school has established links with other providers to do so;
 - able, gifted and talented issues are the subject of regular staff discussion;
 - able, gifted and talented provision is part of the induction programme for new staff and information about the school's policy and practice are included in the staff handbook;
 - support staff and mentors receive appropriate training and development.

There is now a wealth of materials available to develop teacher subject knowledge. In particular, the on line support on the NAGTY website at www.nagty.ac.uk/nutshells is a valuable interactive introduction to key topics and issues in G & T education. West Berkshire Local Authority also has established links with Oxford Brookes University in providing annual accredited courses for teachers in G & T issues linked to the Certificate in Advanced Educational Practice.

A sample job description framework for an able pupil co-ordinator is available in Appendix E

6. Resourcing, including ICT, to meet the needs of able, gifted and talented pupils



It is important that teachers have access to appropriate resources to provide for differentiation, extension and enrichment activities. Teaching and learning materials used need to promote an approach of active learning which challenges pupils' thinking. Resources should also reflect the fact that pupils learn in different ways. It is also essential that pupils are able to develop the skills of independent learning. Increasingly, the role of ICT has become important in providing able, gifted and talented pupils with access to on-line learning opportunities.

Recommendations to schools:

- Teaching materials and facilities are regularly reviewed to ensure they meet the needs of the pupils, provide appropriate challenge and where appropriate are shared across partnerships;
- the school study centre/ library has resources that will meet the needs of the most able within the school;
- pupils have independent access to both library and ICT resources and are encouraged to make use of these resources for private study;
- the technology within the school is being used to support able, gifted and talented pupils;
- the school teaches pupils self directed learning skills and ensures that study time is used effectively;
- the school has a range of teachers' resources to support planning and innovation for able, gifted and talented pupils;
- teaching and learning materials are used effectively to support and challenge able, gifted and talented pupils in all curriculum areas.

It is strongly recommended that schools undertake an initial audit of their resources to judge to what extent they are sufficiently resourcing this aspect of provision. Teachers in West Berkshire are also able to borrow teacher resources from "The Challenge Centre" which is based at Fir Tree Primary School, Fir Tree Lane, Newbury. The Centre is open on Tuesdays after school, or can accept visitors on any other day through contacting the Challenge Centre Co-ordinator on 01635 42129.



Resources should also reflect the fact that pupils learn in different ways. It is also essential that pupils are able to develop the skills of independent learning.

7. Involving pupils, parents and partners



a. Involving Pupils

One of the most important ways which schools can evaluate their success in providing for able pupils is to set up consultation with them to seek their views and take action based on what they have to say. Able pupils will tend to attain well because of their natural ability, but whether they are being stretched or challenged sufficiently to achieve the best outcomes need to be judged through of honest, regular, pupil consultation processes.

Recommendations to schools

- Schools should have strategies to regularly listen to the views of able, gifted and talented pupils on:
 1. What its like to be an able, gifted and talented pupil in their school
 2. What helps them to learn
 3. What are the barriers to their achievement
- schools should have evidence that they have acted on the views of the able, gifted and talented pupils;
- able, gifted and talented pupils should be encouraged to take responsibility for their own learning and have high expectations of what they can achieve.

b. Involving Parents

The involvement of parents, or carers, can play a vital role in supporting the learning of able, gifted and talented pupils. Some parents need help and advice about how to support a very able child. Parents can also be a source of information about abilities and talents their child may demonstrate out of school. Knowing that their child has been identified as able means that parents can encourage their child to achieve their best and develop self - belief. Parents should also receive information about the school's approach to supporting able, gifted and talented pupils, and opportunities which are available. The greatest influence on any pupil is that of their home circumstances.

Recommendations to schools:

- Information on able, gifted and talented pupils and the strategies the school uses to support them is included in the school's prospectus and reported on;
- parents/carers are invited to nominate pupils as able, gifted and talented;
- the school actively seeks the views of parents/carers of able, gifted and talented pupils on the provision that it makes;
- parents/carers are given guidance on how to support able, gifted and pupils at home;
- parents/carers of pupils identified as able, gifted and talented are invited to be involved in reviews of progress and target setting;
- parents/carers are given information about national organisations and local networks including sports associations;
- parents/carers are kept informed of local and national initiatives such as master classes, National Academy.

c. Involving Partners

With the national development of Learning Networks, Extended Services for Schools and the widening diversity of 14 - 19 pathways, schools will be increasingly working with a range of partners to enhance school provision. Partnerships need to work collaboratively to ensure that the learning experience of the able pupil is coherent and of a consistently high quality. Resources should be deployed within the scope of the extended school resourcing and across networks and partnerships to maximise opportunities for able gifted and talented pupils.

Recommendations to schools:

- Information on able, gifted and talented pupils and the strategies the school uses to support them is included in the school's prospectus and this shared with partners and other stakeholders;
- schools should seek to develop consistency of provision for able, gifted and talented pupils across partnerships including business partnerships;
- schools should seek to maximise opportunities for able, gifted and talented pupils through the use of shared resources, facilities and expertise;
- schools should take account of the views of partners and other stakeholders in planning its provision for able, gifted and talented pupils;
- schools should take the opportunity to work in collaboration with other schools to meet the needs of able, gifted and talented pupils;
- the school actively engages with other services to ensure that there is integrated support for able, gifted and talented pupils, and in particular for vulnerable pupils.

The involvement of parents, or carers, can play a vital role in supporting the learning of able, gifted and talented pupils.



8. monitoring and evaluation



It is important that action plans are regularly monitored and reviewed to assess the effectiveness of the whole school policy. Schools will need to demonstrate that policy will be reviewed and that teaching and learning is monitored through a variety of means. Talking to pupils is also a valuable way of evaluating provision. The governing body also needs to be involved in this process, and be fully informed about the school's policy for providing for able, gifted and talented pupils.

Recommendations to schools:

- The school regularly reviews its policy to ensure that it is meeting the needs of able, gifted and talented pupils;
- The able pupil action plan is regularly monitored to ensure progress;
- teaching and learning is monitored through: Lesson observations; Moderation of work; Scrutiny of planning / SOW Discussions with pupils;
- governors have regular reports on the effectiveness of the school's policy and procedures for able, gifted and talented pupils (at least annually). Governors should support the policy by allocating appropriate resources.

The local authority will support schools in monitoring and reviewing their policy and action plans through School Improvement Partner and consultant visits. For a sample whole school policy framework for able, gifted and talented pupils, see **Appendix F**.

It is important that action plans are regularly monitored and reviewed to assess the effectiveness of the whole school policy. Schools will need to demonstrate that policy will be reviewed and that teaching and learning is monitored through a variety of means.



9. ofsted and able, gifted and talented pupils



The performance and achievement of able, gifted and talented pupils will come under close scrutiny when a school is inspected. Schools need to be able to demonstrate that there is no underachievement among its able pupil population, that lessons are suitably challenging, and that learners targets have sufficient "stretch".

Ofsted Inspection Framework

The Framework states that inspectors should evaluate " whether learners achieve their targets and whether targets are adequately challenging" and " how well learners progress...making clear whether there is any underachievement generally or amongst groups..."

Schools need to make it clear in their own Self Evaluation Form how the school is providing for and meeting the needs of able, gifted and talented pupils. **(Appendix G)**

Further information about the NACE Challenge Award is available from the National Association of Able Children in Education. **Tel. 01865 861979** or at **www.nace.co.uk**.

Further copies of the West Berkshire Handbook "Meeting the needs of Able Pupils" are available for £25. Contact **aredmond@westberks.gov.uk**

For further advice and information about this policy and guidance, please contact Elaine Ricks, School Improvement Adviser (English and Able Pupils) at **ericks@westberks.gov.uk** . Detailed guidance about all aspects of provision is also available on the G & T area of Uniservity

The Challenge Award: Guidance on Using and Constructing the Register



	2.2	As part of your staff discussions, there should always be a clear linkage to provision and also the need to provide quality learning opportunities for talents to emerge and be recognised.
	2.3	The Challenge Award requires that you demonstrate that you have sought a wide range of views to compile your register, and that you use both quantitative and qualitative assessment opportunities to make sure that no one has been "missed". Your register also needs to be flexible enough to allow for "late developers".
		Schools need to be working closely with feeder schools to ensure there is robust dialogue around the transition. This is particularly important for identified able underachievers who may "get lost" in the larger secondary school system.
Element 3 Targets	3.2	The Challenge Award requires you to set challenging targets for Able, Gifted and Talented pupils on your register at cohort, subject and individual level. These targets have to be analysed and reviewed in order to make judgements about the effectiveness of your provision.
	3.3	Having the register provides the school with the identified groups for monitoring and tracking purposes and brings about higher expectations about performance of the Able, Gifted and Talented pupils by staff. The pupils on the register also expect more of themselves and take more ownership of their individual targets. If pupils on your register also have IEPs, then review of their targets will be purposefully focused.
	3.7	Pupils on your register should be encouraged to set their own targets, and assess their performance, thus developing higher order skills.
Element 4 Teaching and Learning	4a	It is important that teachers have those on the register highlighted in their class list, with the reason for their identification made clear so that lesson plans take account of their needs. The main purpose of identification is to ensure that provision enables those pupils to achieve as they should.
	4b	The Challenge Award requires schools to demonstrate that lesson observations have taken place with a focus on monitoring the Able Gifted and Talented pupils on the school's register. This increases 'whole school awareness of whether Able, Gifted and Talented pupils are being sufficiently challenged in lessons.
	4c	An audit of the needs and reasons for identification of the pupils on your register will result in you having to consider whether some pupils may need acceleration or enrichment. You may need to provide quality learning opportunities which are steered towards pupils on your register. Your curriculum provision must meet the needs of pupils on the register, and there has to be a wide range of opportunities available to support identification of particular gifts and talents.
		Able, Gifted and Talented pupils need to be supported emotionally and socially as well as academically. Schools will have to consider to what extent pupils on the register need to have access to group or individual mentoring. It is also important that other agencies who are giving advice to pupils e.g. for Career Guidance, have access to the register.

<p>Element 5 Underachievement</p>	<p>5.1</p>	<p>The Challenge Award also requires school to identify underachievers, place them on the register, and ensure that they are regularly discussed by staff. This will impact on standards, help to address underperformance, and raise pupil self esteem. Identified underachievers are required to have specific targets and learning goals to help them address their underperformance.</p>
<p>Element 6 CPD</p>	<p>6.2 6.3 6.5 6.6</p>	<p>Staff will need training to ensure that they have appropriate strategies to be able to identify pupils for the register and plan for their identified needs within the context of the classroom. This will be particularly important for being able to recognise underachievement as well as catering for the exceptionally able pupils. It is important that staff feel sufficiently knowledgeable to be able to discuss the register, and how they are providing for Able, Gifted and Talented pupils, with parents.</p> <p>Named pupils on the register need to be discussed and regularly reviewed by staff. Names of those on the register should be clearly marked in teachers' mark books.</p> <p>New members of staff need to be inducted on use of the register as part of their general induction on the school's Able, Gifted and Talented policy</p> <p>Support staff in schools should also be knowledgeable about the register, and have the opportunity to be trained to support them individually or in group work.</p>
<p>Element 7 Exceptionally Able Pupils</p>	<p>7.1</p>	<p>Meeting the needs of the exceptionally able pupils is an important aspect of The Challenge Award, and you will have to place them on the register, clearly identify their needs, and provide an Exceptional Educational Programme to set targets and ensure that all staff have sufficiently high expectations of the pupils concerned. Your EAPs on the register will almost certainly require individual mentoring and adjustments to aspects of curriculum provision.</p>
<p>Element 8 Resources</p>	<p>8.1 8.6</p>	<p>The needs of the pupils on the register will be varied and will require a creative approach to planning, ensuring that resources used are sufficiently challenging and stimulating. Once the needs of the pupils on the register have been outlined, this must be matched with an audit of resources, including ICT, to ensure that staff have the materials to support lesson planning.</p> <p>It is important that all your pupils on the register have been trained in study and research skills. They also have to have independent access to the library.</p>

<p>Element 9 Working with parents/carers</p>	<p>9a</p> <p>9b/c</p>	<p>Schools to need to actively engage in dialogue with their pupils about the quality of their learning experience and how it feels to be an identified able pupil in their school. For many schools, it is only when they audit the views of pupils on the register that it becomes apparent that able pupils are not being sufficiently challenged, particularly as their examination performance can often suggest otherwise. It is important also to explore how they feel about identification and what it has done for them.</p> <p>When you get to the stage that your staff can outline clearly how the school is providing for your Able, Gifted and Talented Pupils, you will need to notify both pupils and parents of those on the register. Working closely with parents on target setting, giving support at home and also, over time, asking parents to nominate pupils for the register is an important dimension of The Challenge Award.</p> <p>Parents of pupils on the register have to be involved in target setting and review interviews, and need to be fully informed about their child's particular needs.</p> <p>The register opens a dialogue between pupils, staff and parents about talents and abilities, and about able pupils' learning experiences in the classroom, raising expectations all round. This information on the register may also need to be shared with other services, particularly that of vulnerable pupils, to ensure there is integrated support. There also needs to be a regular flow of information to parents about opportunities for their child, in school and further out in the community. Some parents may not be aware that their child is gifted or talented until they are notified they are on the register. For underachieving able pupils, this can often be the case. For others it is a welcome confirmation and reassurance of their own perceptions. Parents generally are extremely responsive to the notion of their child being identified, and are often enthused to give greater encouragement and support at home.</p>
<p>Element 10 Monitoring the action plan</p>	<p>10.3</p>	<p>You need to be able to demonstrate that you are rigorously evaluating the effectiveness of your Able, Gifted and Talented policy and your action plan. As part of that whole school evaluation you will also have to judge to what extent pupils on the register have achieved their targets. You will also undertake observations and work sampling, possibly in the form of able pupil portfolios, from pupils on the register to support your judgements. Some of the most important evidence will come from discussions with pupils on the register about their own perception of their progress and their learning experience in the school. Recognition of the importance of pupils' own views as part of your monitoring is at the heart of The Challenge Award.</p> <p>Your register should be updated termly and inform your Challenge Award action plan in terms of shaping provision and practice. As part of the Challenge Award requirements, these pupils will be monitored and observed throughout the year, so reviewing your register will be a whole school undertaking.</p>

The Challenge Award

Frequently Asked Questions about the Register of Able, Gifted and Talented Pupils

1. Where does the government "National Register" fit into the school identification process?

In July 2006, the government launched the initial phase of the National Register to support schools in identifying the top 5% of pupils in the ability range. This has been carried out in partnership with The National Academy for Gifted and Talented Youth (NAGTY) and the Specialist Schools and Academies Trust. In this **initial phase**, the identification for secondary schools is for students from Years 7-11 who fall within the top 5% on the basis of their raw combined scores in KS2 English and mathematics. The launch of the National Register is partly to encourage schools to recognise that these students are eligible to apply for NAGTY membership.

Secondary schools have also been asked to identify their gifted and talented students in the 2006 Schools Census, and this will be extended to primary schools in 2007. For this purpose, schools' identification should be based on a range of objective criteria across all subjects and should be a blend of continuous qualitative and quantitative measures. Schools also need to recognise potential underachievers. **This is also in line with Challenge Award requirements.** In the **future phase**, the National Register, will integrate with the Schools Census information, and will hold details of all 4-19 year olds identified by their schools. The register will be continuously updated to reflect that different pupils will be identified at different times in their school careers.

It is the government's intention that, over time, The National Register will be a comprehensive register of all gifted and talented pupils which support the tracking of the progress of gifted and talented to ensure they achieve their potential, particularly those able students who may be at risk of underachieving. However, key to the success of this tracking will be the school's ability to have identification processes which recognise both achievement and potential across the curriculum, and that identification leads to planning for provision in the classroom and other suitably structured learning opportunities.

The Challenge Award criteria for identification in Element 2 provides a clear framework for schools to carry out whole school identification for the Schools Census effectively. Most importantly, it ensures that staff have ownership of that process, and that identification will translate into provision in the classroom and through other quality learning opportunities.

2. Who should be on the register and what should it look like?

The Challenge Award is context specific; therefore the number of pupils on the register will vary from school to school. However, many schools take from the Excellence in Cities model in drawing up a register of 5 -10% of their pupils overall. You will also have information from the National Register i.e. the top 5% in the ability range based on their raw combined scores in KS2 English and mathematics. Your register should also broadly reflect the schools social and economic composition, gender and ethnicity.

You will find that staff will become more skilful over time in the process of identification, and you may get some inconsistencies in your first attempt at a register i.e. some teachers nominating many more pupils than others. Remember too that as well as identifying ability in subjects, you should also consider other skills such as leadership skills or entrepreneurial skills.

The Challenge Award register also requires schools to:

- draw from all subjects, ensuring that all abilities, gifts and talents are identified. National Curriculum guidelines can support subject specific identification
- recognise also talents in vocational and entrepreneurial areas e.g. leadership skills

- identify underachievers
- identify exceptionally able pupils i.e. those considered in the top 2% nationally
- use a wide range of assessment tools for identification, both qualitative and quantitative e.g. N.C. Tests and Teacher Assessment, SATS, CAT scores, subject specific criteria, ability profile tests, classroom observation, teacher nomination, parent/peer nomination, generic underachievement checklists
- ensure that the school's criteria for inclusion on the register is articulated in the school policy along with an agreed definition of Able, Gifted and Talented pupils

The format of the register is for schools to decide. It could follow the school's SEN register in format. It should be a simple document noting the date the pupil was identified and why, along with any notation or grading system the school may use to denote provision. It is important in your initial gathering in of nominations that you ask staff to try to be precise about why pupils been identified because this will ensure that provision is appropriate .e.g. is a pupil underachieving because they never complete homework? Is a pupil working at more than two national curriculum levels in a subject above the rest of the group?

A school might decide to attach a number to the type of identification and the provision attached to it as outlined below:

1. **INITIAL IDENTIFICATION**, following nomination, denoting the need to increase challenge and monitor how the pupil reacts and the quality of the work produced. Other information could be gathered over a short time, say half a term, before deciding whether to keep the pupil on the register and at what level.
2. **UNDERACHIEVING PUPIL** who needs to be motivated by using creative strategies and considering learning styles. This pupil may also require mentoring.
3. **PUPIL REQUIRING INCREASED DIFFERENTIATION, EXTENSION AND ENRICHMENT** activities as part of the more able group within a class or group.
4. **MULTIPLE REFERRALS** are those pupils who are identified from a range of subject areas. Some schools with lengthy registers have "multiple referrals" as the group who are mentored, in groups or individually, while the others are attended to within the subjects in which they have been identified.
5. **EXCEPTIONALLY ABLE PUPIL REQUIRING ADDITIONAL SUPPORT**, for example acceleration through setting across age groups. This pupil may also require an EEP and/ or a mentor.

It is also good practice to encourage staff to make individual comments as part of the identification where appropriate.

Larger secondary schools will often use computerised systems to track large numbers. It is also important to check whether your register is representative of the full profile of the school, or are there missing pupils with potential from particular gender, socio-economic or cultural group? The Challenge Award is an entirely inclusive framework.

3. Who should know about the register? When do we inform pupils and parents?

● **STAFF**

The register may be compiled by the able pupil co-ordinator, but it is absolutely crucial that all staff contribute to and have access to the whole register because nominations may reveal a pattern of inconsistent performance for some pupils in some subjects. The register should also be a regular staff or department agenda item. Names of pupils on the register need to be highlighted in mark books, so that they are constantly in mind during a lesson.

● **PUPILS**

Talking to pupils in Challenge Award schools has revealed that being told that you are on a register and having your needs considered can have a dramatically positive effect for many pupils. Pupils begin to take more ownership of their learning and will openly discuss their needs and how hard they are working - provided, of course, they are given a forum to express this.

● PARENTS

Partnership with parents is an important dimension of The Challenge Award. Once you are confident that you have your register working well and that your staff are knowledgeable enough to answer parental enquires, then it may be time to notify parents of pupils on the register and possibly have an informal evening about your school's approach to Able, Gifted and Talented provision. Remember that once you have told pupils, they will tell their parents, so you have to be ready for enquiries. It is advisable not to embark on notifying pupils and parents until you can describe what you are now going to do to meet their needs.

4. What about pupils who may "come off" the register?

Giftedness is a developmental phenomenon, which can rise and fall as children develop. It is important to discuss this amongst staff, as well as with parents, to aid their understanding of this, and realise that pupils may go on and off a register at certain points in their school career. The Challenge Award is also context specific which means that moving to secondary school where there is a larger "talent pool" may mean that some primary identified pupils may not appear on a secondary register.

5. How is the Register used as part of the Assessment day of the Challenge Award?

On the Assessment day, a selection of pupils on the register will be interviewed in groups where they will be asked a range of questions about what it is like to be an Able, Gifted and Talented pupil in your school. The school will have organised this in advance of the day. Some parents from pupils on the register will also be interviewed. We will also ask for some work samples from a range of pupils on your register, looking to see if they are being suitably challenged and that they are receiving feedback to help them make further improvements to their work. A sample of lessons will be observed during the day, and we would expect to see on a teacher's lesson plan, or in a mark book, identification of and able, gifted and talented pupils in that class or subject.

6. What have Challenge Award pupils and parents said about the benefits of the register? (Evidence drawn from Challenge Award Assessment days)

What the pupils have said:

- "It's given me self confidence and now I expect more of myself" **Y9 pupil**
- "Being bright is not hidden under the carpet here. Now I know I'm not odd or different" **Y11 pupil**
- "Nobody makes fun of you. It's just accepted that you are able" **Y9 pupil**
- "I didn't know I was able until I was on the register. Now I'm working harder all round" **Y8 pupil**
- "If I am not being stretched in a lesson, now I can talk to the teacher about it and that works well"
Y11 pupil

What the parents have said:

- "My daughter has grown enormously in confidence since she has been put on the register"
- "I am delighted to know that my child's needs are being considered in school"
- "At parents' evenings for able pupils, you can talk comfortably to parents whose children have needs similar to yours"

Further practical guidance on how to introduce the concept of a register to your staff is available in the "Overcoming Difficulties" section of your Challenge Award Framework.

Constructing the Gifted and Talented Register

The Gifted and Talented Register

Having received information about whom the Gifted and Talented pupils are in a school, this information is then transferred to the overall school register. Relevant information can be transferred to class records and the register kept centrally so that it is accessible to all.

The Able, Gifted and Talented Register forms an overview of the cohort within the school. It allows Ofsted, the LA, the SMT and coordinators the opportunity to look at the cohort and check that it is representative of the school population as a whole, and to see at a glance where pupils are located, what their strengths are and the sort of provision the school offers.

Example Documents

The exemplar documents show different methods of constructing an Able, Gifted and Talented Register in a primary and secondary setting. Possible codes are given that could be used to complete different parts of the register and it would be up to the school to decide which of these they chose to use or adapt to suit their own school setting. Examples are also given that link the register with target setting for the Gifted and Talented cohort.

Guidance on Using the Documents

Identification Method

A range of possible identification methods have been listed below and an abbreviated form of each introduced to form a code that could be added to the Able, Gifted and Talented Register. Schools should agree which identification methods they will use and ensure all involved are familiar with these.

Method of Identification	Code
Transition Stage Referral	Trans REF
World Class Tests	WC TEST
Generic Gifted and Talented Checklist	G Check
Subject Specific Checklist	S Check
Underachievement Checklist	U Check
National Curriculum Level	NC
Internal School Tests / Exams	School TEST
Classroom Observation	Class Ob
Self Nomination	Self NOM
UK Maths Challenge	UKMC
International Tests	Int TEST
GCSE Grades	GCSE
SAT Grades	SAT
QWCA optional Tests	QCA
Annotated exam course work showing evidence of outstanding achievement	Exam CW
Annotated school-work showing evidence of outstanding achievement	Class Work
Evidence of outstanding achievement in an activity pursued outside school	Out Agency
Year 11 Information System	YELLIS
Middle Years Information System	MIDYIS
NFER	NFER
Creativity Testing	CT
Wechsler Intelligence Scale	WIS
Stanford-Binet	Stan Binet
Cognitive Ability Test	CAT
Nelson LARR / AH	NELSON
Parental Nomination	Parent NOM
Peer Nomination	Peer NOM
Teacher Assessment / Referral	Teach REF
Educational Psychologist Evaluation	ED PSYCH
Health Visitor / Doctor Referral	Doc REF
Playgroup / Nursery Referral	Pre REF
Subject coordinator REF	Co REF
Other	OTHER

Identification Level

A school might decide to attach a number to the type of identification and the provision attached to it as outlined below:

LEVEL 1 - Initial identification

Following nomination a school may wish to monitor a pupil to see how they react to increased challenge and the quality of work they produce. At this stage, other information could be gathered over half a term, before deciding whether to keep the pupil on the register and at which level.

LEVEL 2 - Underachieving pupil

A pupil who needs to be motivated through the use of creative strategies and by considering their learning styles. This pupil may also require mentoring.

LEVEL 3 - More able pupil

A pupil who requires increased differentiation, extension and enrichment activities as part of the more able cohort within a class or group.

LEVEL 4 - Multiple referrals

Pupils who are identified from a range of subject areas. Some schools with lengthy registers have 'multiple referrals' as the group who are mentored either individually or in groups, while the others are attended to within the specific subject area in which they have been identified.

LEVEL 5 - Exceptionally able pupil

Pupils who require additional support, for example, acceleration through setting or across age groups. This pupil may also require an EEP and / or mentor.

Target Setting and Features of a Challenge Award School



Target Setting Support Materials Appendix B

Overview:

The supporting materials for target setting are intended to help school teams consider how well their existing practices meet the criteria for the Challenge Award and to support planning and development activities.

Support materials have been cross referenced with the latest version of the Challenge Award Framework to support you with compiling your portfolio. If you are working from an earlier version the generic references to elements still stand.

In this section you will find the following support materials:

- 1 General guidance on target setting
- 2 Target Setting and Features of a Challenge Award School
- 3 Target Setting - An overview of the year
- 4 Targets in Action - A focus on the teaching and learning partnership
- 5a Example of SMART Targets
- 5b Example of DIM Targets
- 6a Sample Plan Format for Exceptionally Able Pupils (Link to E7)
- 6b Sample Plan Format for an Underachieving Pupil (Link to E5)

Part 1 General guidance on target setting

Purpose:

To provide an overview of the relationship of the Elements of the Challenge Award and target setting practices.

Part 2 Target Setting and Features of a Challenge Award School

Purpose:

To consider target setting as a part of the cycle of whole school development planning

To support leadership and staff teams in recognising the additional features of a Challenge Award school

Suggestions for use:

- As a **discussion document** at a leadership team meeting to help articulate strategy, practice and for future planning. Consider the 5 stages for target setting. Some key questions to explore could be:
 - How does our school's learning culture relate to the 5 stages?
 - What are the implications of the 'Additional Features' section for our school?
 - What's already in place in our school, what 'real' evidence could we include in our portfolio?
- As a **Benchmarking tool**. Use the materials to create a greater shared awareness of whole school structures and approaches or to aid in prioritising for planning. An example of a shared benchmarking activity could be to colour code statements:
 - Green - well established, active and confident throughout the school
 - Amber - developing
 - Red - not in place, we need some support

Part 3 Target Setting - An Overview of the year

Purpose:

To provide an example of possible target setting activities over an academic year.
To outline potential roles and responsibilities

Suggestions for use:

- Personalise the model to suit your school's context.
- Map your current activities against the model

Part 4 Target Setting - A focus on the teaching and learning partnership

Purpose:

To consider how target setting is used to ensure that pupils make good or very good progress.
To help pupils to become more involved in a teaching and learning partnership.

Suggestions for use:

Ideas Generation:

- Before reading part 3 generate and share current practice by asking - How are we employing target setting to create a culture of:
 - challenge in the classroom?
 - achievement and success in the classroom?
 - Add new ideas to the model and then personalise it for your context.

Benchmarking

- as above
- Examine planning and marking. Turn the bullet points into questions. E.g How well do respond to marking? Do we have a shared vocabulary for assessment?

Prioritisation and planning

- Explore the additional features section - identify a 'top three' for action or further support.
- Turn the bullet points into questions to add to pupil's learning reviews. E.g. How often do you evaluate your progress with your peer group? Add to usual self evaluation findings for planning.

Parts 5a and b Examples of Targets

Purpose:

To provide examples of SMART and DIM targets and to materials to assist in planning and writing targets

Sample formats for individual planning for:

- 5a) Exceptionally Able Pupils
- 5b) Underachieving Pupils

Parts 6a and b Examples of Planning Formats

Purpose:

To provide examples of formats and foci for consideration when planning for pupils with these needs

PART 1 The Nace Challenge Award

General Guidance on Target Setting

The target setting process at whole school, cohort and individual level is the central process through which expectations of achievement are raised by both teachers and the pupils themselves. If able, gifted and talented pupils are to achieve their full potential then they need to have individual learning goals which are suitably challenging and aspirational.

<p>Element 1 Whole School Strategy and Climate for Success</p>		<p>The Challenge Award requirements to provide challenging targets at pupil, cohort and whole school level reflects the aspirational nature of the ethos of a Challenge Award school. This is characterised by high expectations for all through challenge and support, and a belief that all can succeed. Target setting and learning goals need to be part of a whole school culture, understood as important by pupils, parents, teachers and support staff.</p> <p>Schools will need to be able to describe their whole school approach to target setting and how this contributes to creating a strategy of success and positive motivation. The school's Development Plan and Challenge Award action plan will describe quantitative and qualitative targets which the school will need to meet in order to achieve the Award and the role of teams and individuals. Evidence in the portfolio will show how information from the audit or other school self evaluation activities (e.g. interpretation of results data, pupil voice) is used in this process.</p>
<p>Element 2 Identification Strategies and Criteria</p>		<p>Element 2 requires schools to be systematic about identifying pupils with academic abilities or particular talents. A Challenge Award school will be able to show how a range of assessment activities, including target setting are used as part of an objective identification process, shared and understood by everyone. For example how teacher assessment, analysis of results, formative assessment, professional judgements and the views of pupils and parents are used to inform identification and to influence future planning.</p>
<p>Element 3 Targets Curriculum Targets</p>	<p>3.1 3.2-3.7</p>	<p>In Element 3, schools are required to demonstrate that they have targets for improvement of the school's provision and performance of able, gifted and talented pupils.</p> <p>The Challenge Award action plan will make clear how the school plans to improve the quality and range of its provision to support all potential talent to ensure breadth, depth and pace. The action plan needs to make clear what the intended outcomes are, and what that success will look like. For example, a school may decide to improve its curriculum provision through considering one or some of the following:</p> <ul style="list-style-type: none"> ● Acceleration or an identified express set ● Access to a broader curriculum such as an additional language ● Provision through pupil mentoring ● Setting ● Early entry for examinations ● Providing designated enrichment within or outside the curriculum <p>Evidence in the portfolio will show that challenging targets are set for all pupils and that progress is monitored and evaluated regularly throughout the school. Data analysis will be used to identify achievement trends and will have a specific focus on the attainment of AGT pupils. This information will be used to adapt curriculum planning and delivery to ensure AGT pupils make good progress. A Challenge Award school is also characterised when pupils have ownership of their targets. Evidence will show that AGT pupils are involved in assessing their own performance, can describe to what extent they have achieved targets and are active in determining the next steps.</p>

<p>Element 4 Teaching and Learning</p>		<p>Element 4 requires schools to have a broad and balanced curriculum so there are a wide range of opportunities to support identification and the development of creativity also ensuring that targets to support and extend progress can be set across a variety of subjects.</p> <p>Long term and medium term planning for teaching and learning needs to take account of what learning opportunities will have to be offered in order for able, gifted and pupils to reach their targets. Day to day planning will be based on a regular analysis of pupils' needs and achievements. Plans will be based on clear, well sequenced objectives and contain differentiated activities, teaching content or resources where appropriate to need. Success criteria will be used to inform marking, monitoring and assessment.</p> <p>The schools monitoring and evaluation of teaching and learning will show that lessons are lively and engaging and that there is evidence of activities to develop independent learning. Work scrutinies will show that there is evidence of regular formative assessment and quality marking and that pupils are actively involved in reviewing their performance / targets and have regular opportunities to respond to marking.</p>
<p>Element 5 Under-achievement</p>		<p>A school will need to have appropriate systems in place for identifying and supporting underachieving AGT pupils. Evidence will show how pupils are identified, monitored and tracked and that AGT pupils who are underachieving are set specific targets for improvement. Pupils will be involved in the setting of targets and be able to talk about what they need to do to improve further.</p>
<p>Element 6 CPD</p>		<p>The CPD programme for the school will be based on an analysis of need informed by the Challenge Award Audit and an analysis of results on a regular basis.</p>
<p>Element 7 Exceptionally Able Pupils</p>		<p>Schools will need to be able to show that they have strategies to support exceptionally able pupils. Evidence could include sample of an individualised programmes, aspirational targets set and resources.</p>
<p>Element 8 Resources</p>		<p>This element requires that schools undertake an audit of resources and uses the findings to ensure that teaching and learning is effectively supported.</p>
<p>Element 9 Working with parents/ carers</p>		<p>Parents are regularly informed about provision for AGT pupils and have the opportunity to express opinions about their child's talents and abilities. Evidence will show that schools involve parents in identifying, reviewing the progress of pupils and the target setting process.</p>
<p>Element 10 Monitoring the action plan</p>		<p>Challenge Award schools need to have effective procedures in place to monitor the success of their policy and action plan. Evidence will show that there is a planned programme of monitoring and evaluation which makes judgements about whether the schools approach to target setting ensures there is sufficient challenge for pupils.</p>

PART 2 The Nace Challenge Award

Target Setting and Features of a Challenge Award School

Stage	Outcome	Actions	Additional Features of a Challenge Award School
<p>Analysis of current performance <i>How well are we doing?</i></p>	<ul style="list-style-type: none"> Progress is measured and quantified. (E3.1, 3.2, 3.3) Performance trends are identified. (E3.5) Analysis is used to make judgements about performance and the level of challenge in the school and provides information for improvement planning (E3.5, E10, E1.4) Findings are used to summarise strengths and pinpoint areas to target for improvement. (E3.1) The views of pupils, parents and other stakeholders contribute to evaluating performance (E2.1 bullet 5, E9a, E9b, E10) 	<ul style="list-style-type: none"> Data analysis used as part of a cycle of monitoring and evaluation. Outcomes are reported to governors and parents and other stakeholders. (E9.b, E10.4) Data analysed on a whole school basis (E3.3,E5) Areas of strength and development are clearly identified (E3.1) Findings shared - whole school (E1) A whole school strategy for tracking, reporting and sharing progress is agreed and followed. (E1, E3, E10) Progress of all pupils tracked, monitored and reported on regularly. (E3.2, 3.3) 	<ul style="list-style-type: none"> Analysis is related to the guiding principle that targets help to create a culture where success and achievement is celebrated. (E1.1,1.2, E5, E6.3) Data analysis is used as part of a whole school cycle of monitoring and evaluation. The effectiveness of strategies for meeting the needs of AGT pupils is reported to governors and parents and other stakeholders. (E9.b, E10.1, 10.4) Data analysis contributes to identifying underachieving AGT pupils (E1.3, E5.3) There is a unified approach to tracking, monitoring and reporting on the progress of individuals and identified groups E.g. AGT and underachieving pupils. (E1.3 bullets 5 & 6, E2.2, E3.2, 3.3, E5.2, E7.1) Analysis informs whole school development planning. E.g. deployment of staff, allocation of resources, curriculum design. (E3.1, E4a.1, bullet 4, E4b, E4c, E6, E8, E10.5)
<p>Benchmarking <i>How do we compare with other similar schools?</i> <i>How well should we be doing?</i></p>	<ul style="list-style-type: none"> Performance is compared with local / national attainment trends. (E3.5) Analysis helps to make judgements about the level of challenge in the school and provides information for improvement planning. (E3, E10, E1.4) Findings help to summarise strengths and pinpoint areas to target for improvement (E3.1, 3.2) 	<ul style="list-style-type: none"> Value added is calculated for individuals, classes, cohorts, other identified groups (E3.3) Performance benchmarked using PANDA, Autumn Package, local data (E3.5) Information is used to help develop school improvement planning and action plans. (E3.1, E1.4) Governors involved in monitoring the performance of the school (E10) 	<ul style="list-style-type: none"> Benchmarking judgements show the school is working / intends to work in a Challenge Zone (E3.1, 3.2, 3.3) Value added is calculated for individuals, classes, cohorts, other identified groups and AGT pupils. (E3.2, 5.2) Benchmarking information informs school development planning for improvement and for meeting the needs of AGT pupils E.g. CPD programme, strategies for tackling underachievement, determining teaching strategies for meeting the needs of AGT / exceptionally able pupils. (E3.5, E4.a, b E5, E6)
<p>Expectations and Forecasting</p>	<ul style="list-style-type: none"> Quantitative targets demonstrating a high level of value added are set - Whole school, year, dept, class, individual (E3.2) Qualitative targets are set that address areas to develop, challenge or extend (E3.2, E4a, E5.4) SMART (relevant) targets are set (E3.2, E5.4) Target setting is part of a systematic approach to improvement. (E3.1) 	<ul style="list-style-type: none"> Analysis and benchmarking information is used alongside teacher forecasts to set numerical and curricular targets on a whole school basis and / or cohort, department, year groups.(E3.1,3.2, E5.4) There are high expectations for pupil achievement throughout the school, based on outcomes of analysis and benchmarking. (E3, E5) 	<ul style="list-style-type: none"> Target setting is seen as an integral part of a culture of success and participation (E1.1,1.2) Targets are always challenging, tackle underachievement and are aspirational for the most able pupils (E3.2, 3.3,3.6,3.7, E5.4) Teacher assessment and forecasting is an integral part of whole school target setting. (E3.6, 3.7) Whole school quantitative targets inform wider school development planning to support meeting the needs of AGT pupils. E.g. resources, CPD, performance management (E4a, b, E6)

<p>Determining strategy</p>	<ul style="list-style-type: none"> ● Sound strategies to ensure challenge, extension are defined (E1.4, E3.1) ● Whole school plans are based on a clear understanding of why areas of strength / weakness exist (E1.4, E3.5) ● Targets for change and improvement are agreed and known by everyone. (E1.2) ● There is a systematic approach to tackling underachievement. (E5) ● Pupils view targets / personal goals as part of a positive approach to learning and an important life skill. (E2.1, E3.7, E4b, c) 	<p>Strategies for improvement are based on:-</p> <ol style="list-style-type: none"> 1. Analysis, benchmarking and forecasting 2. A whole school approach to self evaluation and review., where teaching and learning is regularly and rigorously monitored and evaluated (work scrutiny, lesson observation, planning reviews) (E10.3) <ul style="list-style-type: none"> ● There is a clear understanding of strategic roles and responsibilities (E1, E10) ● All staff are involved in sharing information about pupil achievement. E.g. Regular summative reporting to the school's leadership team (E2.2 Bullet 1, E3.3) ● Procedures for monitoring and reporting whole school progress are embedded. (E3.3, E10.4) 	<ul style="list-style-type: none"> ● Strategies used are clearly based on needs identified from analysis, high expectations, targets and the principle of celebrating achievement and success (E1, E2, E3.5) ● All staff / subject leaders contribute to 'diagnostic' analysis and help determine whole school plans for progress and improvement. (E2.2 Bullet 1, E3.2, 3.5, 3.6, E5) ● There is a unified approach to reviewing and reporting on progress within school, to parents and other stakeholders. (E2, E9, E10) ● Ideas for extending the level of challenge / tackling underachievement are based on sound principles - e.g. action research and CPD (E3.5, E4a,b, E6.2, 6.3, E7) ● Target setting is used as part of Curriculum design. Opportunities for fast tracking, accelerated learning, enrichment are considered (E4b, E7)
<p>Action Planning</p>	<ul style="list-style-type: none"> ● Action planning at all levels relates to the target setting process and states planned impact on learning and achievement (E1.4, E3.6, 3.7, E4a,b,c) ● Plan of action is well resourced and supported by the governing body (10.5) 	<ul style="list-style-type: none"> ● Action planning is expressed clearly and concisely with: (E1.4) ● Action steps based on judgements from evaluation activities and areas identified for development. ● Includes SMART targets (Specific, measurable, realistic, achievable, time-related) ● Individual roles, responsibilities and actions are defined. (E1.2) ● Realistic times scales are included ● Monitoring and reporting procedures are clear with outcome orientated success criteria. 	<ul style="list-style-type: none"> ● The action planning process is used to encourage a culture of participation, interaction and encouragement for pupils and staff (E1.) ● Demonstrates the intention to improve provision in relation to the needs of AGT pupils. Through including <ul style="list-style-type: none"> ● Aspirational targets for the most able pupils ● Strategies to tackle underachieving AGT pupils ● Commitment to maintaining good practice ● Strategies for involve pupils in devising the next steps in their learning and pupils / parents in review and evaluation activities. ● Plans to extend resources to continue to meet the needs of AGT pupils (E2.2 E3.6 & 7, E5, E6, , E7, E8, E9, E10)

5 Stages based on the 'Five Stages of School Improvement' - DfEE From Targets to Action 199

Early Summer Term - Monitor progress towards targets	Late Summer Term - Analyse, evaluate and plan
<ol style="list-style-type: none"> 1. Teachers summarise information from marking, pupil reviews / feedback and on-going assessment to evaluate and report on progress against curricular and numerical targets. 2. After consultation adjust targets to ensure level of challenge is maintained. 3. Teachers adapt planning to reflect revised targets 	<ol style="list-style-type: none"> 1. Carry out an <u>analysis of results</u> and compare results against predictions/original targets and against previous performance data 2. <u>Identify performance trends:</u> <ul style="list-style-type: none"> ● Areas of strength / areas to develop within subjects or attainment targets. ● Performance of 'target groups' or cohorts of pupils. AGT, gender, ethnicity, SEN 3. <u>Plan for improvement and action</u> <ul style="list-style-type: none"> ● Use information from analysis to make recommendations and establish actions for raising standards. ● Set initial whole school numerical and curricular targets, targets for selected pupil groups (AGT) and include in SIP and action plans.
<p>Who? All staff / pupils. Finding examined at class, team, department, year level Report to: LT, HOD, Assess co-ordinator</p>	<p>Who? Assessment Co-ordinator leads analysis Report to: All staff, LT, Governors, parents</p>
Early Autumn Term - Benchmarking and Target Setting	Later Autumn Term - Monitor Progress towards targets
<ol style="list-style-type: none"> 1. Compare school results against local and national results. <ul style="list-style-type: none"> ● Benchmark performance data ● Benchmark value added performance ● Revision (if needed) of initial whole school targets, ensuring good levels of value added and challenging / aspirational targets for AGT pupils 2. Set statutory end of Key Stage targets 3. Whole school approach / strategies for raising standards are in place. E.g. <ul style="list-style-type: none"> ● Ensure that planning for delivery is well formulated. The curricular structure is designed to create emphasis / challenge to meet targets. Teachers' plans reflect this. ● There are clear procedures for tracking and monitoring the progress of individual / class / cohort / target groups of pupils. ● Responsibilities and roles for tracking, monitoring, evaluating and reporting are defined. 	<ol style="list-style-type: none"> 1. Teachers summarise information from marking, pupil reviews / feedback and on-going assessment to evaluate and report on progress against curricular and numerical targets. 2. After consultation, adjust targets to ensure level of challenge is maintained. 3. Teachers adapt planning to reflect revised targets
<p>Who? Assessment co-ordinator / LT lead benchmarking. All staff - planning for success Report to: Benchmarking to all staff and governors</p>	<p>Who? All staff / pupils. Finding examined at class, team, department, year level Report to: LT, HOD, Assess co-ordinator</p>
Early Spring Term - Monitor Progress towards targets	Later Spring Term - Monitor Progress towards targets
<ol style="list-style-type: none"> 1. Teachers summarise information from marking, pupil reviews / feedback and on-going assessment to evaluate and report on progress against curricular and numerical targets. 2. After consultation adjust targets to ensure level of challenge is maintained. 3. Teachers adapt planning to reflect revised target 	<ol style="list-style-type: none"> 1. Teachers summarise information from marking, pupil reviews / feedback and on-going assessment to evaluate and report on progress against curricular and numerical targets. 2. After consultation adjust targets to ensure level of challenge is maintained. 3. Teachers adapt planning to reflect revised target
<p>Who? All staff / pupils. Finding examined at class, team, department, year level Report to: LT, HOD, Assess co-ordinator</p>	<p>Who? All staff / pupils. Finding examined at class, team, department, year level Report to: LT, HOD, Assess co-ordinator</p>

PART 4 The Nace Challenge Award

Targets in Action - A focus on the teaching and learning partnership

Outcome	Actions	Additional Features of a Challenge Award School
<p>Pupils:</p> <ul style="list-style-type: none"> ● recognise success and describe progress made. (E1.1) ● know what they need to do next and accept joint responsibility for their learning (E1.1, E3.7, E5.4, E9a.3) 	<ul style="list-style-type: none"> ● Pupils have opportunities to review their work and respond to 'quality marking' (E3.6) ● Pupils are involved in reviewing targets with the teacher (E3.7) 	<ul style="list-style-type: none"> ● A shared vocabulary for assessment is shared and understood by pupils and adults. (E3.6) ● Pupils show independence for reviewing targets. E.g. <ul style="list-style-type: none"> ● Respond to marking ● Self assess using personal targets and shared criteria ● Evaluate progress independently / with peers / teacher. ● Pupils regularly set their own improvement targets (E3.7, E4b)
<p>Teachers use target setting to ensure that pupils make good or very good progress consistently. Teachers also:</p> <ul style="list-style-type: none"> ● Translate whole school quantitative (numerical) targets translate into (curricular) qualitative targets. (E3.1, 3.2) ● Ensure curricular targets contribute to the shaping of teaching approaches, differentiation and organisation. (E4a,b,c, E5, E7) ● Create a culture of challenge, achievement and success in the learning environment. (E1.1, 1.2, E4a) ● Create a teaching and learning environment is one where learning goals are consistently referred to, revisited and monitored by teachers, pupils and other supporting adults. E1.2, E3.6, 3.7, E4b) ● Support parents and carers by involving them in the target setting and review process. (E9b) 	<p>Planning</p> <ul style="list-style-type: none"> ● Initial targets based on whole school targets, trends and pupils initial attainment are set (E3) ● Longer term learning intentions are based on development needs e.g. MT plans are adapted in line with WS targets / agreed strategies for improvement. (E4b) <p>In practice:</p> <ul style="list-style-type: none"> ● Expectations are made explicit to pupils. E.g. ST plans have clear learning intentions and success criteria. E3.3, 3.6, E4a) ● Targets are SMART and expressed in child friendly terminology. E3.2, E4a,b,c, E5.4) ● Learning intentions and success criteria are used as the basis for marking pupils work (E3.6, 3.7) ● Formative judgements are used on an ongoing basis to adapt planning. (E3.6, 3.7, E4b1.iv) ● Initial targets are reviewed, revised and re-set as a result of formative assessment (E3.2, E5, E7) <p>Monitoring, reporting and evaluation (within and beyond the class)</p> <ul style="list-style-type: none"> ● An agreed timetable and criteria for evaluating and monitoring achievement is adhered to (E10) ● Regular summative reports (learning reviews) are reported to other teachers, teams, leadership team (E3.3, 3.4, 3.5, E5.1, 5.2) ● Plans are adapted and new targets are set (E3.6, E4a,b,c) 	<p>Targets are used to encourage pupils to reflect on and measure their personal performance.</p> <p>There is evidence of a range of targets in use. E.g:</p> <ul style="list-style-type: none"> ● DIM (demanding, imaginative and moveable) E7.2 ● Achievement and action targets (E3.1, 3.2, E5.4) ● Targets for academic performance and personal development go hand in hand E.g. leadership skills (E3.7, E4c, E7, E9a) <p>AFL and quality marking practices are well established and used throughout the school, by teachers and support staff to:</p> <ul style="list-style-type: none"> ● Measure, evaluate and report progress on a day to day basis.(E3.6, E3.7) ● Create regular opportunities for pupils to respond to marking, self assess and to set their own improvement targets (E3.7, E9a) ● Identify further development / challenge areas for able and exceptionally able pupils (E3.3, E7) ● As a basis for adapting planning and delivery. E.g. differentiation relating to targets (E3.3, 3.6, E4a, b) <p>Parents are involved in reviews of progress and the target setting process. (E2.1, E9b.5)</p>

SMART TARGETS
<p>What does 'SMART' stand for?</p> <p>S - specific M - measurable A - achievable R - realistic T - time related</p>
<p>Purpose</p> <ul style="list-style-type: none"> ● To ensure that pupils acquire specific curricular knowledge ● To create an ongoing dialogue for learning and to encourage pupils to become partners in the learning process
<p>Application - When might I use this type of target?</p> <ul style="list-style-type: none"> ● Can be used to create targets relating to knowledge and comprehension ● For AGT pupils can be used to set challenging attainment targets e.g. subject knowledge from programme of study for the next level / year group
<p>Preparing to set SMART targets - What should I consider?</p> <ul style="list-style-type: none"> ● Do I know what the pupil's levels of prior achievement are? (Transition / handover meetings) ● What specific piece of information, knowledge or skill do pupils need to know or demonstrate? ● Does this relate to whole school, year, class curricular targets? ● Have I created opportunities for the target to be achieved? E.g. Does MT / ST planning reflect the target? Do learning intentions and success criteria help embed the target? ● Does my delivery / teaching approach embed the target? E.g. using questions and tasks or practical activities or role modelling
<p>Creating the target</p> <ul style="list-style-type: none"> ● Specific and measurable- A 'SMART' target will be outcome orientated, often with a single specific goal or closely related goals. The outcome may be based on specific achievement needed for the pupil to move to the next level of attainment. ● Achievable and realistic- The target will be based on prior achievement and sub-levels will help to inform the next sequential step for attainment. ● Time scaled - The target will contain a time reference designed to support, encourage or challenge
<p>Expressing the target</p> <p><u>Teacher expressed: Example relating to Year 2 Curricular target for writing.</u> Year 2 pupils will consistently (90%) use full stops and capital letters correctly by the end of term</p> <p><u>Child friendly version:</u> I will use full stops at the end of sentences and capital letters at the start of a new sentence. By....</p>

DIM TARGETS			
What does 'DIM' stand for?	D - Demanding	I - Imaginative	M - Moveable
Purpose			
<ul style="list-style-type: none"> ● To challenge learners assumptions and encourage reflection and evaluation of learning ● To create an ongoing dialogue for learning and to encourage pupils to become partners in the learning process 			
Application - When might I use this type of target?			
<ul style="list-style-type: none"> ● Can be used to create targets to develop higher order thinking, reasoning and problem solving ● To encourage pupils to evaluate and develop reflective critical thinking skills ● To develop particular types of learning dispositions E.g. resourcefulness, resilience. ● For AGT pupils to think creatively, suggest hypotheses and reach /suggest imaginative solutions 			
Preparing to set DIM targets - What should I consider?			
<ul style="list-style-type: none"> ● Do I know what the pupil's levels of prior achievement are? (Transition / handover meetings) ● Which key aspects of learning would create additional challenge? E.g. problem solving, reasoning, enquiry? ● What information will help me to determine a target? E.g. Programmes of study for current year group / next year group, sub - levels, access to particular subject knowledge expertise within / outside school. ● Does the target relate to whole school, year, class curricular targets? ● Have I created opportunities for the target to be achieved? E.g. Does MT / ST planning reflect the target? Do learning intentions and success criteria help embed the target? ● Does my delivery / teaching approach facilitate achievement of the target? E.g. <ul style="list-style-type: none"> ● using questions and tasks or practical activities or role modelling ● creating opportunities for achieving / reviewing progress towards the target on a regular basis 			
Creating the target			
<ul style="list-style-type: none"> ● Demanding - The nature of the target will require learners to reflect critically and constructively on both processes and outcomes. ● Imaginative - A DIM target may not always be knowledge based but may focus on the development of key aspects of learning or attitudes to learning / learning behaviour. ● Moveable - Timescales and revision of the target will depend on the depth of critical reflection by the learner and on the need for benchmarking / mentoring / coaching from the teacher 			
Expressing the target			
<p>Teacher expressed: Example relating to Year 8 Curricular target for scientific enquiry Year 8 pupils will select appropriate methods for experimentation to ensure fair testing and accurate results.</p> <p>Pupil friendly version: I will design a checklist for reviewing my experimentation methods to help me decide whether results are accurate and sensible. I will review my methods over 4 lessons and use the findings to help me create a strategy for fair and accurate testing. I will be able to explain and justify reasons for my decisions</p>			

PART 6a The Nace Challenge Award

Sample Plan Format for Exceptionally Able Pupils (Link to E7)

NAME:		YEAR GROUP:	DOB:	START DATE:
<p>Identified Areas: This section filled in by the pupil outlining areas of particular ability or that they would like to explore/ investigate further</p>	<p>Identified Areas: This section filled in by the school outlining areas of particular ability to develop</p>	<p>Agreed Focus for the Plan: (Completed jointly with pupil, school staff parent / carer)</p>		
<p>Might contain a mind map / bullet points</p>				
<p>Background information: Any relevant information on particular cognitive abilities, interests, talents, levels of attainment, learning styles or preferences that may influence planning of learning opportunities / experiences</p>				
<p>Learning experiences to support agreed focus.</p>	<p>Success Criteria or possible outcomes</p>	<p>Led by</p>	<p>Reported to</p>	<p>By when</p>
<p>Identify opportunities to support the agreed foci of the plan. E.g. specialist teaching or resources to support the plan. Identify body of knowledge, skills, problem solving activities to support the plan</p>	<p>Agree expectations for possible outcomes, working methods, presentation of findings / work to others</p>	<p>Specify pupils / home / educators role</p>	<p>Outline whether an interim report / finished article and who pupil is to report to. Specify when and how specialist teacher / 'out of school' learning will report</p>	<p>Specify dates for interim reports / end of project</p>
<p><u>Review summary to inform next Challenge Plan</u></p>				

PART 6b The Nace Challenge Award

Plan Format for an Underachieving Pupil (Link to E5)

NAME:		YEAR GROUP:	DOB:	START DATE:																				
<p>Identified Areas for development: Outline areas needing development (school, pupil, parent / carer). Refer to sources of evidence e.g. teacher assessment show.... observations show....</p>		<p>Existing Strengths: Outline areas of particular ability that could support development points. (school, pupil, parent / carer) Refer to evidence e.g. observations show thatthis could help tobecause.....</p>																						
<p>Background information: Any relevant information on particular cognitive abilities, interests, talents, levels of attainment, learning styles or preferences that may influence planning of learning opportunities / experiences</p> <table border="1"> <tr> <td colspan="5">Attainment Summary:</td> </tr> <tr> <td>SATS</td> <td>English</td> <td>Maths</td> <td>Science</td> <td>Other</td> </tr> <tr> <td>SS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>TA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		Attainment Summary:					SATS	English	Maths	Science	Other	SS					TA					<p>Ability to Access learning / curriculum: Identify any barriers to learning / areas where learning is easier</p> <p>Attitude and concentration: Describe attitude and concentration in the 'comfort zone' and in the 'challenge zone</p> <p>Out of School - abilities and interests: Pupil and parent / carer outline interests and abilities and any ambitions / goals the pupil may have.</p>		
Attainment Summary:																								
SATS	English	Maths	Science	Other																				
SS																								
TA																								
<p>Learning Goals and Success Criteria</p> <p>Specify how the area to be developed will be achieved. E.g. the pupil will be able to..... relate to body of knowledge, skills, attitudes etc.</p>		<p>Intervention and support</p> <p>Specify pupils / home / educators role</p>																						
<p>Review summary</p> <p><u>Pupil</u></p>		<p><u>Parent</u></p> <p><u>School</u></p>																						
<p>Review summary</p>		<p>Review Dates</p> <p>Specify dates for interim reports / end of project</p>																						
<p>Next Steps:</p>																								

What makes a good learner?



	Satisfactory	Good	Outstanding
<p>1a. How positive is my attitude to learning?</p> <p>Resilience Building learning power means strengthening the ability to pay attention to what is going on and manage distractions well</p> <p>"Sticking at it" "Getting and staying engaged"</p>	<ul style="list-style-type: none"> ● I know that I am able to learn and do well ● I pay attention in class and want to learn ● I like to get on with my work ● I know that learning is not always easy for everybody and that you have to try ● I am able to concentrate on my work when I have to 	<ul style="list-style-type: none"> ● I am confident that I am able to learn and do well ● I know when I pay attention well in class I learn more and find work more interesting ● I am keen to get on with my work ● I work well and know how to keep my concentration so that I learn more ● I do not to give up when I find something hard because I know I am learning ● I know that when I find something difficult it can mean that I am learning something new, so I try not to give up 	<ul style="list-style-type: none"> ● I am confident I can do well and like "having a go" at different kinds of work ● I like a challenge and I feel good when I have success ● I enjoy it when I get "lost" in my work because it is interesting. ● I often like to do more than I am asked to because I like the feeling that I am learning and absorbed in what I am doing ● When I get stuck, I always try to find a way to solve the problem because I know I am learning ● I know that learning is sometimes hard and I can cope when the task is difficult and will stick at it to finish it well
<p>1b. How well do I organise myself for learning?</p> <p>Resilience "Ready for Learning"</p>	<ul style="list-style-type: none"> ● I always settle down quickly to get started on my work ● I complete work within the time we are set. ● I do my homework ● I pay attention to what I am interested in and what is going on in the lesson 	<ul style="list-style-type: none"> ● I focus my mind so that I am ready to learn ● I use my time well to complete work. If I finish early I will let my teacher know. ● I like to carry on my learning at home through completing homework well ● I watch and listen carefully so that I can put detail into my work 	<ul style="list-style-type: none"> ● I think about how I can use my time well so that I can get the most learning out of an activity and the resources we can use. ● I can organise planning of my work so that I can compete my homework on time and do it well ● In know that it is important to watch and listen carefully so that I can use details to describe well and be accurate in my work
<p>1c. How well and how much do I learn from lesson to lesson?</p> <p>Resilience</p>	<ul style="list-style-type: none"> ● I try to achieve the lesson objectives ● My daily work shows that I often learn something new in a lesson ● My work for the year shows that I am improving and understanding more during the course of the year 	<ul style="list-style-type: none"> ● I try to the achieve learning objectives and the success criteria ● My daily work shows that I am able to learn well in a lesson ● My work for the year shows that I am improving well, and can show new skills and understanding. 	<ul style="list-style-type: none"> ● I always try to accomplish more that I did before. ● It is important to me to learn new skills, new knowledge and to understand more.
<p>1d. What learning strategies do I use?</p> <p>Resourcefulness "Skillful at learning"</p>	<ul style="list-style-type: none"> ● I know that there are different ways I can help myself to learn and complete my work 	<ul style="list-style-type: none"> ● I know how I learn best and use this way when I can to help me complete my work 	<ul style="list-style-type: none"> ● I know that there are different ways to learn and solve problems, and I choose which one depending on my task

<p>1e. How well am I able to learn in different ways?</p> <p>Resourcefulness</p>	<ul style="list-style-type: none"> When the teacher asks me, I will ask a question When the teacher reminds me, I can see how learning in one lesson links to another I like to use my imagination to help me learn more I am able to think things through in a step by step way to get to the solution, and I know how to break down tasks into manageable bits 	<ul style="list-style-type: none"> I like to ask questions when I am uncertain or would like to know more When I am learning something new, I like to think about how it links with what I have already learned in other lessons. I like to be able to think and work things out as well as using my imagination I know of definite ways and methods to solve problems and I like to think things through. I can use pictures and diagrams to help me think and learn 	<ul style="list-style-type: none"> I like to ask tricky questions of myself, my teachers and my friends because it helps me learn more I like to see "the big picture" when I am learning, and think about how it helps me to look at the world in a different way I like to play around with ideas, like when I'm daydreaming, and come up with new ideas or the answer to a problem I've been thinking about I am able to use a number of different ways, methods and systems to help me solve problems
<p>1f. How well do I make use of resources and support to help me learn?</p> <p>Resourcefulness</p> <p>"Being on the lookout for materials, resources and support in the environment to help learning"</p>	<ul style="list-style-type: none"> I am able to use materials and resources to help me in my learning I come to lessons with everything I need for the lesson to help me learn 	<ul style="list-style-type: none"> When I need to I try to find resources and adult help which will help me in my learning I can organise all the resources I need to help me complete work 	<ul style="list-style-type: none"> When I am planning my work, I also think about what I will need to support me I can use a wide range of resources, including ICT to support my learning When I need to I am able to get and organise any resources or support I need for myself
<p>1g. How skilful am I in being able to gather and use information so that I can work independently?</p> <p>Resourcefulness</p>	<ul style="list-style-type: none"> When I search for information, I am always clear about what I am looking for I understand how to use a range of resources, such as computers and reference books, to find out what I want to know 	<ul style="list-style-type: none"> I know how to find and gather together the right amount of relevant information from a range of sources to help me complete my task I understand the advantages and disadvantages of using different types of resources, including electronic, and I make sensible choices about using them I know how to take notes from information I have gathered 	<ul style="list-style-type: none"> I am confident that I can gather information efficiently and I can take notes in different ways to suit the purpose of my task
<p>1h. How well am I able to work on my own and with others?</p> <p>Reciprocity</p> <p>"Ready, willing and able to learn alone and with others"</p>	<ul style="list-style-type: none"> I know how to listen to other people's views I can work on my own or in a group 	<ul style="list-style-type: none"> I listen and answer sensibly to other people's opinions I can talk about my own views and ideas sensibly I am capable of managing my work on my own I can work well with a partner or in a group 	<ul style="list-style-type: none"> I listen to other people's opinions and talk about my own ideas sensibly, even when I disagree with my partner When I need to, I can complete my work without depending on the teacher I know how to learn with others, and can work as part of a pair, in a group or in a team

<p>1i. How well am I able to learn with others and from others? Reciprocity</p>	<ul style="list-style-type: none"> • I ask for help when I get stuck • I understand why I should work try to work well with others 	<ul style="list-style-type: none"> • I know when I should ask for help • I enjoy working co-operatively with others and I am able to change my own ideas, if that is needed, to make the group work as a team • I can hold on to my own ideas when I think they are good, but I am willing to learn from what other people have to say 	<ul style="list-style-type: none"> • I will try to solve problems by myself, but will ask for help when I need to • I can give out roles and responsibilities when working in a group • I enjoy team tasks • I enjoy the discussion, debate and sharing of ideas when working as a group • I am able to learn from other people and can understand what they are feeling
<p>1j. How well can I plan my learning? Reflective "Know about yourself as a learner"</p>	<ul style="list-style-type: none"> • I can learn from working with others. • I understand what needs to be done in order to achieve my objectives • When I am asked, I can plan my learning 	<ul style="list-style-type: none"> • I can identify what needs to be done in order to achieve my objectives • I can plan my work without being asked to • I can change my work plans when I meet with problems which stop me going any further 	<ul style="list-style-type: none"> • I always make sure I know what the learning objective is and what I need to do to achieve it before I start my work • I always plan out my work at the start of a lesson or topic • I work out what might be a problem for me, and plan to get around it at the start
<p>1k. How well can I assess my own learning and progress? Reflective</p>	<ul style="list-style-type: none"> • I check my work for key features before handing it in • I judge whether my work has met my targets • I mark my own work when asked • I take note of teacher marking and correct work where necessary • I want to improve my work 	<ul style="list-style-type: none"> • I make sure that work is proof read and has key features before handing it in • I judge my own work against my targets and success criteria • I take note of teacher marking/ comments and act on them • I do what the teacher suggests to make improvements to my work 	<ul style="list-style-type: none"> • I look at the strengths and weaknesses of my work before handing it in • I judge my work against my earlier work to check that I am making progress • I like to ask the teacher how I can improve further • I can look at my work and pick out the key things I have learned.
<p>1k. How well can I assess my own learning and progress? Reflective</p>	<ul style="list-style-type: none"> • I check my work for key features before handing it in • I judge whether my work has met my targets • I mark my own work when asked • I take note of teacher marking and correct work where necessary • I want to improve my work 	<ul style="list-style-type: none"> • I make sure that work is proof read and has key features before handing it in • I judge my own work against my targets and success criteria • I take note of teacher marking/ comments and act on them • I do what the teacher suggests to make improvements to my work 	<ul style="list-style-type: none"> • I look at the strengths and weaknesses of my work before handing it in • I judge my work against my earlier work to check that I am making progress • I like to ask the teacher how I can improve further • I can look at my work and pick out the key things I have learned.
<p>1l. How well do I set targets for improvement? Reflective</p>	<ul style="list-style-type: none"> • I agree targets with the teacher • I keep my targets in mind when working and check if I have achieved them • I note down when my targets have been reached 	<ul style="list-style-type: none"> • I identify areas for improvement with my teacher and use this information for my targets • I really work towards getting targets • I check that I know how I have achieved my target so that I can do it well 	<ul style="list-style-type: none"> • I like to set challenging targets in discussion with my teacher • I set my own personal goals as to when I will achieve my targets and I like to check my progress along the way

<p>1m. How well am I able to think about what and how I have learned?</p> <p>Reflective</p>	<ul style="list-style-type: none"> • I am able to talk about my work. • I can look at my work and pick out what I could do to improve 	<ul style="list-style-type: none"> • I am able to think about what I have learned through discussions in the plenary • I know that trying hard and making good improvements in your work is as important as the grades you get 	<ul style="list-style-type: none"> • I think about what I have learned as a regular part of my day and I use different ways to do this. This might be in my learning log • I can contribute to discussions within the plenary on "what has helped me to learn". • I believe that you need to try hard, to be successful in your learning
--	---	--	---

What makes a good learner? Feedback

Areas of strength	
Areas for development	
Date:	Teacher:
Observer:	Subject:

What makes a good learner?



What is Good Teaching?

Appendix D

Date	Teacher	Subject	Year/ Class/ Set	Observer			
Key Issue 1: The Quality of Teaching							
Very Good (and excellent)							
1a Do teachers plan effectively, with clear learning objectives and suitable teaching strategies?							
<table border="0"> <tr> <td style="vertical-align: top;"> <p>Satisfactory</p> <ul style="list-style-type: none"> ▪ Shows that thought has been given to how skills and understanding are built up. ▪ Shows what the learning objectives are and what learners will be doing. ▪ Shows what the language objectives are ▪ Where published materials are used, these are modified to meet the needs of the class. ▪ Indicates what support staff will be expected to do. ▪ Has evidence of differentiation. ▪ Identifies opportunities to assess children's progress and attainment. ▪ Key vocabulary is identified </td> <td style="vertical-align: top;"> <p>Good</p> <ul style="list-style-type: none"> ▪ Takes account of previous learning. ▪ Identifies learning objectives and success criteria ▪ Identifies language objectives and success criteria ▪ Where published materials are used, these are modified to meet the needs of the learners and their previous learning. ▪ Gives support staff a good framework for their work and indicators of how to adapt it for SEN and EAL learners ▪ Provides a good framework for challenging more able learners. ▪ Has planned tasks to assess children's progress and attainment. ▪ Shows how key vocabulary will be introduced </td> <td style="vertical-align: top;"> <p>Very Good (and excellent)</p> <ul style="list-style-type: none"> ▪ Learning objectives are very clear and they build on what has gone before, learners' understanding and the flexibility and range of approaches to achieve them, taking account of learners' differing needs. ▪ Oral and written language models link clearly to the language objectives ▪ Links are made with future learning ▪ Differentiated success criteria allow all learners to make good progress ▪ Planning is used flexibly to embrace new ideas, feedback from formative assessment and unexpected progress. ▪ Where published materials are used, these are modified to meet the needs of the environment, prior attainment and styles of learning and teaching ▪ Gives support staff a very good framework modifying approaches for individual SEN and EAL learners or those with disabilities. </td> </tr> </table>					<p>Satisfactory</p> <ul style="list-style-type: none"> ▪ Shows that thought has been given to how skills and understanding are built up. ▪ Shows what the learning objectives are and what learners will be doing. ▪ Shows what the language objectives are ▪ Where published materials are used, these are modified to meet the needs of the class. ▪ Indicates what support staff will be expected to do. ▪ Has evidence of differentiation. ▪ Identifies opportunities to assess children's progress and attainment. ▪ Key vocabulary is identified 	<p>Good</p> <ul style="list-style-type: none"> ▪ Takes account of previous learning. ▪ Identifies learning objectives and success criteria ▪ Identifies language objectives and success criteria ▪ Where published materials are used, these are modified to meet the needs of the learners and their previous learning. ▪ Gives support staff a good framework for their work and indicators of how to adapt it for SEN and EAL learners ▪ Provides a good framework for challenging more able learners. ▪ Has planned tasks to assess children's progress and attainment. ▪ Shows how key vocabulary will be introduced 	<p>Very Good (and excellent)</p> <ul style="list-style-type: none"> ▪ Learning objectives are very clear and they build on what has gone before, learners' understanding and the flexibility and range of approaches to achieve them, taking account of learners' differing needs. ▪ Oral and written language models link clearly to the language objectives ▪ Links are made with future learning ▪ Differentiated success criteria allow all learners to make good progress ▪ Planning is used flexibly to embrace new ideas, feedback from formative assessment and unexpected progress. ▪ Where published materials are used, these are modified to meet the needs of the environment, prior attainment and styles of learning and teaching ▪ Gives support staff a very good framework modifying approaches for individual SEN and EAL learners or those with disabilities.
<p>Satisfactory</p> <ul style="list-style-type: none"> ▪ Shows that thought has been given to how skills and understanding are built up. ▪ Shows what the learning objectives are and what learners will be doing. ▪ Shows what the language objectives are ▪ Where published materials are used, these are modified to meet the needs of the class. ▪ Indicates what support staff will be expected to do. ▪ Has evidence of differentiation. ▪ Identifies opportunities to assess children's progress and attainment. ▪ Key vocabulary is identified 	<p>Good</p> <ul style="list-style-type: none"> ▪ Takes account of previous learning. ▪ Identifies learning objectives and success criteria ▪ Identifies language objectives and success criteria ▪ Where published materials are used, these are modified to meet the needs of the learners and their previous learning. ▪ Gives support staff a good framework for their work and indicators of how to adapt it for SEN and EAL learners ▪ Provides a good framework for challenging more able learners. ▪ Has planned tasks to assess children's progress and attainment. ▪ Shows how key vocabulary will be introduced 	<p>Very Good (and excellent)</p> <ul style="list-style-type: none"> ▪ Learning objectives are very clear and they build on what has gone before, learners' understanding and the flexibility and range of approaches to achieve them, taking account of learners' differing needs. ▪ Oral and written language models link clearly to the language objectives ▪ Links are made with future learning ▪ Differentiated success criteria allow all learners to make good progress ▪ Planning is used flexibly to embrace new ideas, feedback from formative assessment and unexpected progress. ▪ Where published materials are used, these are modified to meet the needs of the environment, prior attainment and styles of learning and teaching ▪ Gives support staff a very good framework modifying approaches for individual SEN and EAL learners or those with disabilities. 					
1b How good is teachers' command of areas of learning and subjects?							
<p><i>NB To be drawn from both planning and lesson observation</i></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Plans reflect an understanding of what needs to be learned.</p> <p>In lessons teachers:</p> <ul style="list-style-type: none"> ▪ Explain new ideas clearly and answer questions correctly ▪ Extend learning by providing relevant experiences ▪ Select and use appropriate resources which reflect the children's languages and cultures </td> <td style="vertical-align: top;"> <p>Effective plans reflect a clear understanding of what needs to be learned, and how learners will be taught.</p> <p>In lessons teachers:</p> <ul style="list-style-type: none"> • Explain new ideas in ways that are relevant and meaningful to the learners; • Extend learning by providing relevant first-hand experience, drawing on links with other subjects or areas; • Are able to cater for the more able and those with special educational needs; and EAL learners • Select and use appropriate resources that interest and challenge learners from a range of cultural backgrounds </td> <td style="vertical-align: top;"> <p>Teachers' expert knowledge is also demonstrated in the way they:</p> <ul style="list-style-type: none"> ▪ Illuminate and enrich their teaching ▪ Inspire learners ▪ Encourage learners to ask challenging questions and answer them accurately or encourage learners to find out for themselves or from each other; ▪ Extend learning by providing relevant first-hand experience, drawing on different contexts, and a wider body of knowledge or links with other subjects or areas. </td> </tr> </table>					<p>Plans reflect an understanding of what needs to be learned.</p> <p>In lessons teachers:</p> <ul style="list-style-type: none"> ▪ Explain new ideas clearly and answer questions correctly ▪ Extend learning by providing relevant experiences ▪ Select and use appropriate resources which reflect the children's languages and cultures 	<p>Effective plans reflect a clear understanding of what needs to be learned, and how learners will be taught.</p> <p>In lessons teachers:</p> <ul style="list-style-type: none"> • Explain new ideas in ways that are relevant and meaningful to the learners; • Extend learning by providing relevant first-hand experience, drawing on links with other subjects or areas; • Are able to cater for the more able and those with special educational needs; and EAL learners • Select and use appropriate resources that interest and challenge learners from a range of cultural backgrounds 	<p>Teachers' expert knowledge is also demonstrated in the way they:</p> <ul style="list-style-type: none"> ▪ Illuminate and enrich their teaching ▪ Inspire learners ▪ Encourage learners to ask challenging questions and answer them accurately or encourage learners to find out for themselves or from each other; ▪ Extend learning by providing relevant first-hand experience, drawing on different contexts, and a wider body of knowledge or links with other subjects or areas.
<p>Plans reflect an understanding of what needs to be learned.</p> <p>In lessons teachers:</p> <ul style="list-style-type: none"> ▪ Explain new ideas clearly and answer questions correctly ▪ Extend learning by providing relevant experiences ▪ Select and use appropriate resources which reflect the children's languages and cultures 	<p>Effective plans reflect a clear understanding of what needs to be learned, and how learners will be taught.</p> <p>In lessons teachers:</p> <ul style="list-style-type: none"> • Explain new ideas in ways that are relevant and meaningful to the learners; • Extend learning by providing relevant first-hand experience, drawing on links with other subjects or areas; • Are able to cater for the more able and those with special educational needs; and EAL learners • Select and use appropriate resources that interest and challenge learners from a range of cultural backgrounds 	<p>Teachers' expert knowledge is also demonstrated in the way they:</p> <ul style="list-style-type: none"> ▪ Illuminate and enrich their teaching ▪ Inspire learners ▪ Encourage learners to ask challenging questions and answer them accurately or encourage learners to find out for themselves or from each other; ▪ Extend learning by providing relevant first-hand experience, drawing on different contexts, and a wider body of knowledge or links with other subjects or areas. 					

<p>1c How well does the learning environment support good teaching and learning?</p> <ul style="list-style-type: none"> Is well organised and tidy. Displays reflect a range of curriculum and subject areas. Displays are used as a resource for teaching. Displays reflect the cultures and languages of learners Resources are accessible and children use them independently. The classroom is arranged with thought to the most appropriate model for the physical constraints of the room itself. 	<ul style="list-style-type: none"> A range of children's work is celebrated. Displays including those which reflect cultures and languages are used to prompt learners' thinking Resources are available to use, clearly labelled, displayed well and the learners take care of them. The classroom is arranged with thought to the most appropriate model for the lesson activity, as well as the physical constraints of the room itself. Key vocabulary and where appropriate translations of core words are displayed and used to support learning 	<ul style="list-style-type: none"> The classroom environment is lively and stimulating creating a setting for the learning Examples of particularly good work, including work in progress, are annotated so learners can see what they should be aiming for. Examples of learners work in their first languages, are on display Interactive displays are used well to support teaching. Facilitates independent learning
<p>1d How good is the start of the lesson?</p> <ul style="list-style-type: none"> The learners settle quickly. The teacher engages all the learners quickly and creates a clear sense of purpose using a range of resources including visual material and artefacts Learning objectives are shared with the learners Teachers use questioning to ascertain levels of understanding 	<ul style="list-style-type: none"> Learning starts promptly. The teacher sets an aspirational tone to the learning by having high expectations Learning and language objectives are shared with the students and are reinforced visually. The teacher uses learners' responses to assess language as well as subject knowledge and understanding The teacher engages all the children quickly and there is a sense of anticipation and excitement. 	<ul style="list-style-type: none"> Learning objective are shared clearly both visually and orally, identifying a clear purpose to the learning based on previous and future learning and they explain the process by which the learning will take place. Language objectives are shared and examples provided The teacher assesses previous learning through probing questioning and uses this to inform the pace and content of the lesson – using planning flexibly
<p>1e How well do teachers interest, encourage, engage and challenge learners</p> <ul style="list-style-type: none"> Activities are interesting. There is a balance of taught, individual and collaborative work. Questioning provides opportunities to develop understanding and assess learning Learners are given opportunities to talk about what they have learned. Learners are encouraged to be independent but are supported where they need extra help. Learners are encouraged to do their best. Teachers use ICT to support learning 	<ul style="list-style-type: none"> Activities are stimulating with relevant learning experiences Has planned questioning to provide frequent opportunities for higher order questioning Learners are encouraged to verbalise their thinking through whole class discussion and response partners. Learners are encouraged to persevere. Teaching seeks to extend learners intellectually, physically and creatively. Lessons have pace ICT is used interactively to enhance learning Teaching strategies should reflect different learning styles 	<ul style="list-style-type: none"> Activities are planned to be stimulating and challenging with vivid real and relevant learning experiences Learners are regularly prompted to develop and justify answers, speculate and hypothesise. Learner questions and learner motivated enquiry are welcomed Learners are encouraged to persevere to solve problems through the application of well-rehearsed strategies. Stimulates creativity, imagination and independence Lessons have good pace but allow time for consolidation and reflection ICT is used where appropriate to extend and enrich the learning experience
<p>1f How effectively do teachers manage behaviour</p> <ul style="list-style-type: none"> There is a positive climate for learning in which learners feel secure including: <ul style="list-style-type: none"> Effective organisation of activities Fair and clear exercise of authority Effective support of learners by the teachers and other adults Mutual respect and properly established work habits A consistent implementation of the behaviour policy 	<ul style="list-style-type: none"> There is a productive climate for learning in which learners feel secure including: <ul style="list-style-type: none"> Clear and efficient organisation of activities and groups An emphasis on self discipline and mature behaviour 	<ul style="list-style-type: none"> There is a productive climate for learning in which learners feel valued and secure including: <ul style="list-style-type: none"> Efficient organisation of activities and groups where the rationale is shared with learners Fair and clear exercise of authority leading to excellent standards of behaviour

<p>1g How effectively do teachers promote equality of opportunity and ensure inclusion</p>	<ul style="list-style-type: none"> ▪ All learners are treated with respect. ▪ Teaching methods and resources are without bias and free from stereotyping. ▪ Sensitivity is shown to learner's individual circumstances, beliefs and cultures in the way questions are asked or ideas promoted. ▪ SEN and EAL learners are well supported ▪ Able learners are challenged <p>Where required:</p> <ul style="list-style-type: none"> ▪ Learners with EAL are supported with additional materials and guidance that allows them to fully access the learning required including: <ul style="list-style-type: none"> - translations of key vocabulary - bilingual resources - using first language with response partners and TAs - using modelling, scaffolding, highlighting and repeating key points - grouping learners in a variety of ways to maximising learning including mixed ability, shared language and ability groups - creating opportunities to feedback on language learning as well as subject learning ▪ The classroom is arranged to take account of learners' disabilities. 	<ul style="list-style-type: none"> ▪ Relationships are warm but respectful ▪ Learners' contributions are valued and encouraged. ▪ SEN and EAL learners are well supported and encouraged to contribute fully in class discussions through well-targeted questions ▪ SEN and EAL learners are well supported through differentiated tasks, one to one and small group work. ▪ Provides positive role models for different groups of learners. 	<p>Teaching methods and resources are properly matched to meeting the needs of all the learners in the class.</p> <p>SEN and EAL learners are well supported through differentiated tasks, one to one and small group work.</p> <p>Provides positive role models for different groups of learners.</p>
<p>1h How effectively do teachers make use of teaching assistants and other staff</p>	<ul style="list-style-type: none"> ▪ Teaching assistants are adequately managed and are effective ▪ Teaching assistants know what they need to do to support learners including EAL and SEN learners 	<ul style="list-style-type: none"> ▪ Teaching assistants make a significant contribution to the meeting of individual needs ▪ Teaching assistants have access to plans, IEPs and EAL language levels to inform their work ▪ Bilingual TAs use their language skills to access learning ▪ TAs have a clear understanding of how to model language and scaffold learning 	<p>Well directed teaching assistants reinforce and support learning very effectively; sometimes taking responsibility for planning and delivering activities for groups of students or individuals</p>
<p>1i How effectively do teachers use the plenary to reinforce learning and assess understanding</p>	<ul style="list-style-type: none"> ▪ The plenary is an opportunity for learners to share what they have done and to encourage some reflection of what they have learned. 	<ul style="list-style-type: none"> ▪ The plenary is used as an opportunity for learners to reflect on what they have learned and what they need to do to progress further. ▪ Teachers use this as an opportunity for assessment. ▪ Sets the context for the next lesson / future learning 	<p>Lessons culminate in an interactive session that encourages learners to reflect on their learning, not just what they have learned but what has helped them to learn and what they need to do next.</p> <p>Teachers use this opportunity to assess what children need to do next and amend their planning accordingly.</p> <p>Links are made with the next lesson/future learning</p>
<p>1j How effectively do teachers assess learners' work thoroughly and constructively?</p>	<ul style="list-style-type: none"> ▪ Teachers let learners know how well they are doing and use this information to set targets 	<ul style="list-style-type: none"> ▪ Learners are regularly involved in helping to assess their own work ▪ Learners are set appropriately challenging targets, know what these are and are able to talk about their progress towards them. 	<p>Learners are helped to judge the success of their work and to set targets for improvements</p> <p>Learners are encouraged to monitor their own progress against their targets and seek further challenge where these are achieved</p>

Key Issue 2: How well learners learn			
	Satisfactory	Good	Very Good (and excellent)
2a To what extent do learners acquire new knowledge or skills in their work; develop ideas and increase their understanding?	<p>Learners make progress both within individual lessons and over time. Learners:</p> <ul style="list-style-type: none"> Can explain what they have done. Can explain in home language where appropriate Can reapply some of their learning to a new problem Show awareness of how current learning relates to previous work Will answer questions 	<p>Learners make good progress and:</p> <ul style="list-style-type: none"> Can explain what they have learned. When asked can apply what they have learned to new situations. Understand how current learning relates to previous work and what comes next. Ask and answer questions related to their work Learners will use their first language in class where it helps their understanding 	<p>Learners make very good progress both within individual lessons and over time. Learners:</p> <ul style="list-style-type: none"> Can explain confidently and clearly how and what they have learned. Are creative and show initiative and apply learning to new situations. Ask questions and show and eagerness to learn Learners are confident to use their first language in group and class discussions and this enhances their learning
2b To what extent do learners show engagement, application and concentration to work productively	<p>Learners are willing to engage in learning and have established work habits. They are:</p> <ul style="list-style-type: none"> Are not easily distracted Produce work of a good standard Show a willingness to improve further Complete work within the time available 	<p>Learners are eager to engage in learning and have good work habits. They:</p> <ul style="list-style-type: none"> Work well and are not easily distracted Consistently produce work of a good standard and respond to guidance on how they can improve further 	<p>Learners are eager to engage in learning and have very good work habits that maximise time for learning. They:</p> <ul style="list-style-type: none"> Work intently and are not distracted Go beyond the set task or extend the scope of their learning
2c To what extent do learners develop the capacity to work independently and collaboratively	<p>A range of opportunities are planned to allow learners to work both collaboratively and independently over time.</p> <p>Learners:</p> <ul style="list-style-type: none"> Listen to others opinions Are sensible in organising the resources they need. Know when to ask for help Complete homework tasks set 	<p>Learners:</p> <ul style="list-style-type: none"> Listen to others opinions and express their own views and ideas sensibly Show initiative and take responsibility for organising the resources they need. Plan and use their time well including the completion of homework tasks 	<p>Learners:</p> <ul style="list-style-type: none"> Show a mature attitude to collaborative learning listening to others opinions and expressing their own ideas sensibly. Identify roles and responsibilities within a group situation. Where required complete work unaided
2d To what extent are learners able to reflect on their own learning and use this knowledge to plan their work	<p>Learners:</p> <ul style="list-style-type: none"> Are encouraged to talk about their work. Take account of what they need to do to improve further 	<p>Are encouraged to reflect on their learning through discussions within the plenary.</p> <ul style="list-style-type: none"> Are aware of a range of strategies for completing tasks. Know the standard at which they are working and take account of what to do to improve further Understand that progress is as important as achievement. 	<p>Are routinely encouraged to reflect on their own learning through, for example, learning diaries and frequent discussions within the plenary on "what helped them to learn".</p> <ul style="list-style-type: none"> Understand their preferred learning styles and are able to select appropriate strategies for completing tasks. Believe that effort will lead to success.
Exemplification or additional comments			

What is good teaching? Feedback

Areas of strength			
Areas for development			
Date:	Teacher:	Observer:	Subject:

Challenge Award Co-ordinator's Job description



Element	Role of the Co-ordinator
Whole School Strategy and Action Plan	<p>On appointment, to discuss with headteacher and staff, the school's philosophy on education for AG&T pupils In consultation with the headteacher, governors and staff, to produce, develop monitor, evaluate and refine a whole-school policy for meeting the needs of able, gifted and talented pupils Lead the implementation of the whole-school policy, supported by the head teacher, senior managers and governors through the development of an action plan</p>
Element 1 Identification strategies and criteria	<p>To develop with staff a shared understanding of what is meant by Able, Gifted and Talented, who they are in your school and how they will be identified To develop strategies for identification which go beyond formal testing and include identification of talents To maintain a register (or record) of AG&T pupils that is regularly reviewed and updated</p>
Element 2 A target for improvement of provision and the performance of A, G & T pupils	<p>Monitor the overall progress made by able, gifted and talented pupils and set targets with all staff for the performance of both individual AG&T pupils and for cohorts. To set targets within the AG&T action plan for improvement in the provision for AG&T pupils</p>
Element 3 Range of teaching and learning styles	<p>Ensure that provision for able, gifted and talented pupils is kept at the heart of the school's agenda for developing learning and teaching Exemplify effective provision in the classroom and beyond Work with department and subject managers to ensure a suitably differentiated and challenging curriculum of opportunity Seek to ensure that the school makes a wide range of learning opportunities available to pupils, within and beyond the school day Consult with staff at all levels and ensure the effective exchange of information within school and with other schools, particularly for transfer and transition</p>
Element 4	

Identification of underachievement Element 5	<p>To engage in regular discussion with all staff about AG&T pupils to look for potential underachievement</p> <p>To ensure that pupil performance is monitored against targets to identify underachievement</p> <p>To review the performance of specific groups of pupils to identify potential underachievement</p>
Commitment to improve the skills of all staff in the school Element 6	<p>Work with the school's manager of CPD to ensure that staff receive suitable training and development in identification and provision, organising and leading CPD</p> <p>Keep-up-to-date with current thinking and major initiatives.</p> <p>Network with other co-coordinators and maintain contact with national organisations such as NACE</p> <p>Support of staff in developing their practice and encourage the dissemination of effective practice</p>
Provision for exceptionally Able, gifted and talented pupils Element 7	<p>Plan the school's strategy to meet the needs of exceptionally able pupils</p> <p>Establish links with other organisations including other schools, specialist providers and external agencies.</p>
Range of resources, including ICT Element 8	<p>Encourage staff to develop resources to meet the needs of AG&T pupils</p> <p>Promote independent access to ICT and library facilities for AG&T pupils</p>
Parental Involvement Element 9	<p>Develop a whole school strategy for working with parents to support AG&T pupils including:</p> <p>Parental nominations</p> <p>Information for parents of AG&T pupils</p> <p>Information within the schools prospectus</p>
Monitoring the action plan Reviewing the policy Element 10	<p>Inform and engage governors in the school's provision for AG&T pupils</p> <p>Ensure that the quality of provision for AG&T pupils in the classroom is regularly monitored.</p> <p>Ensure that the AG&T action plan and policy are regularly monitored and evaluated at least annually.</p>

Challenge Award Co-ordinator's Job description



Element	Prompts	Policy statement
Whole School Strategy and Action Plan Element 1	<p>What is the aim and rationale of the policy?</p> <p>How does it relate to the schools aims and philosophy?</p> <p>What are the key objectives?</p> <p>How will these be achieved and who is responsible?</p> <p>How will we seek to develop a climate where success in all areas of development is valued and celebrated?</p> <p>How does this link with other school policies?</p>	
Identification strategies and criteria Element 2	<p>Who are our AG&T pupils?</p> <ul style="list-style-type: none"> ● Definition ● Terminology <p>How will we identify them?</p> <p>Who will we involve in this process?</p> <p>How will we seek to ensure that pupils have the opportunity to develop and demonstrate the abilities gifts and talents?</p> <p>How is information gathered recorded and used?</p>	
A target for improvement of provision and the performance of A G & T Pupils Element 3	<p>How will we set targets and monitor the school's performance in relation to AG&T pupils</p> <p>How will we set targets and monitor the progress of individual pupils identified as AG&T</p>	

<p>Range of teaching and learning styles Element 4</p>	<p>What specific teaching and learning strategies have we identified to meet the needs of AG&T pupils? How is teaching and learning monitored to ensure that it meets the needs of AG&T pupils? How does the school monitor and support the personal and social development of AG&T pupils? How is the curriculum enriched to meet the needs of AG&T pupils? How does the school seek to support activities and achievement outside school? How does the school ensure that AG&T pupils make a satisfactory transition to the next phase of education or the world of work?</p>	
<p>Identification of underachievement Element 5</p>	<p>What strategies have we put in place to identify potential underachievement both of individuals and of identifiable groups of pupils? How are we supporting underachieving pupils to help ensure they make progress?</p>	
<p>Commitment to improve the skills of all staff in the school Element 6</p>	<p>What is the role and responsibilities of the AG&T co-ordinator? How does the school seek to ensure that all staff have access to appropriate training in meeting the needs of AG&T pupils?</p>	

<p>Provision for exceptionally A G & T pupils Element 7</p>	<p>How does the school plan to meet the needs of exceptionally able pupils? What links does the school have with outside agencies and specialist organisations to help support such pupils?</p>	
<p>Range of resources, including ICT Element 8</p>	<p>How has the school sought to ensure that it has appropriate resources to meet the needs of AG&T pupils? How does the school ensure that AG&T pupils have access to library and ICT resources for independent study</p>	
<p>Parental and Pupil Involvement Element 9</p>	<p>How does the school consult with pupils? How does the school involve the parents of AG&T pupils with both identification and support? How does the school raise awareness of AG&T issues with parents?</p>	
<p>Monitoring the action plan Reviewing the policy Element 10</p>	<p>Who monitors the work of the school in relation to AG&T pupils - when and how What is the role of governors and how do they fulfil this? How frequently will the policy be reviewed and by whom?</p>	

Challenge Award Co-ordinator's Job description



Section 1. Characteristics of your school			
SEF Form	Link to Challenge Award	Evidence	Cross – reference with: Quality standard for provision for G&T pupils (QS) Draft National Quality standards in G&T Education (NQS)
<p>1a) Outline the main characteristics of learners</p> <ul style="list-style-type: none"> attainment on entry social and economic backgrounds 	<p><u>Element 3 – School’s provision and the performance of AGT pupils</u> Particularly 3.3 and 3.4 – Tracking attainment and transition records and support</p> <p><u>Element 2 – Identification strategies and criteria</u> Particularly 2.1,2.2 - A clear rationale for identifying AGT pupils</p>	<p>(See also evidence for sections B and C of the SEF) Transition documentation Entry profiles PANDA Parent / peer nomination processes / documentation Data analysis</p>	<p><u>QS link to sections</u></p> <ul style="list-style-type: none"> Identification Targets for Improvement. <p><u>NQS link to sections</u> A Effective teaching and learning strategies:</p> <ul style="list-style-type: none"> Identification Standards <p>C Assessment for learning:</p> <ul style="list-style-type: none"> Transfer and transition
<p>1b) Distinctive aims and features of the school E.g. Specialist school, a school with a religious character, special units / extended provision, significant partnerships with other providers or agencies</p>	<p><u>Element1 – A whole school strategy</u> Particularly:- E1.1 The school seeks to create a climate / ethos where the achievements of all are valued and success is celebrated E1.2 The commitment to support AGT pupils is an intrinsic part of the Teaching and Learning policy <u>Element 2 – Identification strategies and criteria</u> Particularly E2.1 - A clear rationale for identifying AGT pupils that is inclusive, recognises that provision is a key part of identification and seeks the views of all involved. E2.2 – Strategies involve all staff</p>	<p>Mission statement / Value and Aims statements Curriculum statement SIP School Prospectus / Governors Annual Report to parents Display Assembly programmes <u>Policy statements:-</u> AGT Teaching and Learning Behaviour Inclusion / Equal Opportunities SIP / Action plan for AGT</p>	<p><u>QS link to sections</u></p> <ul style="list-style-type: none"> Whole school commitment and strategy Identification <p><u>NQS link to section</u> D School organisation:</p> <ul style="list-style-type: none"> School / college ethos and pastoral care
<p>1c) Additional Characteristics</p>	<p><u>Element1 – A whole school strategy</u></p>	<p>SIP / Action plan for AGT</p>	<p>Relate to QS and NQS See also section 2d from SEF</p>
<p>1d) Main priorities in SIP and how they reflect in the context of your school</p>	<p><u>Element1 – A whole school strategy</u></p>	<p>SIP / Action plan for AGT</p>	

OFSTED SELF – EVALUATION FORM (SEF) LINKED TO THE CHALLENGE AWARD Section 2. Views of Learners, Parents / carers and other stakeholders			
SEF Form	Link to Challenge Award	Evidence	Cross – reference with: Quality standard for provision for G&T pupils (QS) Draft National Quality standards in G&T Education (NQS)
2a) How do you gather the views of learners, parents/carers and other stakeholders? E.g. those accessing additional services	<p><u>Element 2 – Identification strategies and criteria</u> Particularly:- E2.1 Seeks the views of all those involved with the child, including parents, teachers, LSA's, the pupil, other pupils and other professionals</p> <p><u>Element 4- Teaching and Learning</u> Particularly:- E4.4 Pastoral care of AGT pupils as well as their learning needs.</p> <p><u>Element 9 - Parental Involvement</u> Particularly:- E9.3 Parents are invited to nominate pupils as Able, Gifted and Talented.</p>	<p>School Website Reports Parent / teacher consultations Home - school agreements Homework diaries / learning logs Annual report to parents Annual meeting for parents Annual reviews of statements and contributions to IEPs /EEP's Pupil interviews / opinions e.g. Records from PSHE / Circle time / Lesson evaluations Questionnaires / Nomination forms Prospectus / Annual Report to parents</p>	<p><u>QS sections on</u></p> <ul style="list-style-type: none"> • Identification • Parental Involvement <p>NQS section <u>E Strong Partnership Beyond the School:</u></p> <ul style="list-style-type: none"> • Engaging with the community, families and beyond
2b) What do the views of learners, parents/carer and other stakeholders tell you about learners' standards, personal development and well being and the quality of your provision?	<p><u>Element 10 – Monitoring and assessing the effectiveness of the school's policy for AG&T</u> Particularly: Regular reviews of the policy and action plan to ensure that the needs of pupils are being met.</p>	<p>School self evaluation documentation Minutes of staff meetings SIP Reports to governors</p>	<p><u>QS section on:</u></p> <ul style="list-style-type: none"> • Monitoring and Evaluation <p><u>NQS section</u> <u>D School Organisation</u></p> <ul style="list-style-type: none"> • Policy
2c) How do you share with parents / carers and other stakeholders the collated findings about their views?	<p><u>Element 9 - Parental Involvement</u> Particularly:- E9.2 – Feedback on the effectiveness of the school's strategies is included in the Annual Report to Parents</p> <p>See 2b</p>	<p>School Website Newsletters Annual report to parents Annual meeting for parents</p>	<p><u>QS section on:</u></p> <ul style="list-style-type: none"> • Monitoring and Evaluation
2d) Can you give examples of action taken based on the view of learners, parents/carers or other stakeholders, with and evaluation of the effectiveness of what you did?	Case Study material		

OFSTED SELF – EVALUATION FORM (SEF) LINKED TO THE CHALLENGE AWARD
Section 3 Achievement and Standards – How well do learners achieve?

SEF Form	Link to Challenge Award	Evidence	Cross – reference with: Quality standard for provision for G&T pupils (QS) Draft National Quality standards in G&T Education (NQS)
<p>3a) What are the learners' achievement and standards in their work? E.g. :</p> <ul style="list-style-type: none"> Standards reached as indicated in test / exam results. Taking account of any significant variations between groups of learners, subjects and key stages, trends over time, comparisons with other school and whether learners reach challenging targets Standards of current work in relation to learning goals (noting any significant differences between current work and recent results) Progress relative to starting points and capabilities, with any significant variations between groups of learners 	<p>Link to Challenge Award</p> <p><u>Element 2 - Identification strategies and criteria</u> Particularly: E2.2 – Wide range of assessment opportunities <u>Element 3 - A target for improvement of the school's Value added data provision and the performance of Able, Gifted and Talented pupils</u> Particularly: E3.2 Specific measurable targets for improving performance of most able pupils whole school and individual E3.3. Teacher Assessment E3.5 The school analyses its data and compares performance with similar schools E3.6 Teachers use formative assessment E3.7 Teachers encourage pupils to assess their own performance and set personal targets <u>Element 5 - Regular reviews to identify underachievement and support individual pupils</u> Particularly: E5.2 The school regularly reviews specific groups of pupils to ensure that there is no significant underachievement. E5.3 The school has appropriate systems in place to identify underachievement</p>	<p>Evidence</p> <p>PANDA including benchmarking data / Autumn package Commentaries and conclusions drawn from data analysis Documentation from tracking progress and attainment from whole school / cohort / class / individual Work scrutiny Lesson observation Self review / evaluation documentation Discussions with pupils</p> <p>Evidence from external assessments e.g. SATs, CATS, NFER, Midyis, Yellis, Alis</p> <ul style="list-style-type: none"> School targets Annual reviews Subject residuals Arts Mark/Active Mark <p>Assessment and target setting policy Pupil target books Academic Review days Academic mentoring IEP / EEP's</p>	<p>Quality standard for provision for G&T pupils (QS) Draft National Quality standards in G&T Education (NQS)</p> <p>QS sections on</p> <ul style="list-style-type: none"> Identification Targets for Improvement Monitoring and Support for underachieving pupils <p>NQS section on <u>A - Effective Teaching and Learning Strategies</u></p> <ul style="list-style-type: none"> Identification Standards <p>C - Assessment for Learning</p>
<p>3b) Where relevant: how well do learners achieve in the Foundation Stage?</p>			
<p>3c) What are your key priorities for development?</p>			

OFSTED SELF – EVALUATION FORM (SEF) LINKED TO THE CHALLENGE AWARD
Section 4 Personal Development and Well Being.

SEF Form	Link to Challenge Award	Evidence	Cross – reference with: Quality standard for provision for G&T pupils (QS) Draft National Quality Standards in G&T Education (NQS)
<p>4a) To what extent do learners adopt healthy lifestyles E.g. Take adequate exercise and eat and drink healthily and show a growing understanding of how to live a healthy lifestyle</p>	<p>Link to Challenge Award</p> <p><u>Element 3 - A target for improvement of the school's provision and the performance of AGT pupils.</u> Particularly E3.7 – Teachers encourage pupils to assess their own performance and set personal targets <u>Element 4 – A broad and balanced curriculum using a range of learning styles, teaching strategies and classroom organisation.</u> Particularly E4.3 pupils will have a broad range of learning experiences and opportunities to take a risk <u>Element 9 – Parental Involvement</u> Particularly E9.6 Parents are given information about national organisations and local networks including sports associations</p>	<p>AGT register – E.g. pupils listed with leadership qualities, undertaking Duke of Edinburgh Awards, particular citizenship / health awareness Learning logs School council Healthy School's Award Pupil contributions to reports Personal targets School clubs Monitoring activities – lesson observation Curriculum documentation and subject policies School website Newsletters Information leaflets</p>	<p>QS sections on</p> <ul style="list-style-type: none"> • Targets for improvement • Teaching and learning • Parental involvement <p>NQS section <u>A – Effective teaching and learning strategies</u> <ul style="list-style-type: none"> • <u>Effective provision in the classroom</u> <u>B – Enabling curriculum entitlement and choice.</u></p>
<p>4b) To what extent do learners feel safe and adopt safe practices? E.g. feeling safe from bullying and racism, having the confidence to talk to staff and others when they feel at risk</p>	<p><u>Element 1 - A whole school strategy, including an action plan, to support Able Gifted and Talented Pupils</u> Particularly: E1.1 - The school seeks to create a climate/ethos where the achievements of all are valued and success is celebrated and E1.2 - The commitment to support Able, Gifted and Talented pupils is an intrinsic part of the Teaching and Learning policy and is reflected in all other school policies <u>Element 4 - The flexible use of a range of teaching and learning strategies and models of classroom organisation</u> Particularly E4.5 - Addresses the pastoral care of Able, Gifted and Talented pupils as well as their learning needs</p>	<p>School Mission Statement Celebration assemblies, displays of pupils' work, certificates, rewards, Award ceremonies, prizes that acknowledge talents, as well as, abilities and activities outside the curriculum and are culturally and socially inclusive. Department handbooks. Other relevant policies. E.g. Teaching and Learning, Behaviour, Able, Gifted and Talented, Inclusion / Equal opportunities policies. School Prospectus SIP</p>	<p>QS sections on</p> <ul style="list-style-type: none"> • Whole School Commitment and strategy • Teaching and learning <p>NQS section <u>D – School Organisation</u> <ul style="list-style-type: none"> • School / college ethos and pastoral care </p>
<p>4c) How much do learners enjoy their education? Learners attitudes behaviour and attendance Spiritual, moral, social, emotional and cultural development</p>	<p><u>Element 1 - A whole school strategy, including an action plan, to support Able Gifted and Talented Pupils – As above</u> <u>Element 2 Identification Strategies and criteria</u> Particularly 2.1. Seeks the views of all involved including the child</p>	<p>Celebration assemblies, displays of pupils' work, certificates, rewards, Award ceremonies, prizes that acknowledge talents, as well as, abilities and activities outside the curriculum and are culturally and socially inclusive. Questionnaires, learning logs, interviews Minutes of school / class council meetings.</p>	<p>QS sections on</p> <ul style="list-style-type: none"> • Whole School Commitment and strategy • Identification <p>NQS sections:</p>

<p><u>A Effective teaching and Learning Strategies</u></p> <ul style="list-style-type: none"> • Effective provision in the classroom <p><u>D – School Organisation</u></p> <ul style="list-style-type: none"> • School / college ethos and pastoral care 			
<p><u>QS sections on:</u></p> <ul style="list-style-type: none"> • Targets for improvement • Teaching and learning <p>NQS sections</p> <p><u>B Enabling Curriculum Entitlement and Choice</u></p> <ul style="list-style-type: none"> • Personalised learning <p><u>C Assessment for Learning</u></p> <ul style="list-style-type: none"> • Students reflect on their own skill development and engage in the direction of their learning 	<p>Learning logs, individual targets, contributions to reports</p> <p>AGT register – E.g. pupils listed with leadership qualities, undertaking Duke of Edinburgh Awards, particular citizenship / health awareness</p> <p>Minutes of School Council meetings</p> <p>Monitoring activities - e.g. lesson observations showing paired flexible and collaborative working, self evaluation documentation</p> <p>School clubs – debate and discussion</p>	<p><u>Element 3 A target for improvement of the school's provision and the performance of AGT pupils.</u></p> <p>Particularly E3.7 AGT pupils assess their own performance and set personal targets</p> <p><u>Element 4 – A broad and balanced curriculum using a range of learning styles, teaching strategies and classroom organisation.</u></p> <p>Particularly</p> <p>E4.1 Promotion of independent learning and grouping of pupils in different ways</p> <p>E4.3 The development of creativity in all aspects of learning and the need to give opportunities to take risks.</p>	<p>4d) How well do learners make a positive contribution to the community?</p> <p>Growing understanding of their rights and responsibilities and those of others</p> <p>How well learners express their views and contribute to communal activities</p> <p>4e) How well do learners prepare for their future economic well-being?</p> <p>How well learners develop skills and personal qualities</p>
			<p>4f) Where relevant: How good are the PSHE and well-being of learners in the Foundation Stage?</p>

OFSTED SELF – EVALUATION FORM (SEF) LINKED TO THE CHALLENGE AWARD
Section 5 The quality of provision.

SEF Form	Link to Challenge Award	Evidence	Cross – reference with: Quality standard for provision for G&T pupils (QS) Draft National Quality standards in G&T Education (NQS)
<p>5a) How good is the quality of teaching and learning? E.g. Rate how well teaching meets the needs of learners Are assessment practices rigorous? Used for monitoring, planning and diagnosing individual learning needs? Involvement of parents / carers in children's learning and development</p>	<p>Element 3 A target for improvement of the school's provision and the performance of AGT pupils. E3.1 School has targets to improve the quality and range of provision E3.2 Sets specific measurable targets for improving performance E3.3 Tracks pupils attainment and progress E3.5 Data analysis and compares performance against other similar school E3.6 Formative assessment and positive marking used to identify next steps in learning. E3.7 Pupils assess their own performance and personal targets. Cross reference to E2 Identification strategies and criteria Element 4 – The flexible use of a range of teaching and learning strategies and models of classroom organisation Particularly E4.1 a range of appropriate teaching strategies that are based on an analysis of pupils needs and differentiated. Element 5 Regular review to identify underachievement and support individual pupils E5.2 Specific groups of pupils are review to ensure that these is no significant underachievement E5.3 The school has appropriate systems to identify underachievement E5.4 Underachieving pupils have specific targets and learning goals and are involved in setting / developing them Element 6 – A commitment to improve the skills of all staff in the school to meet the needs of able, Gifted and Talented pupils. 6.2 Staff training e.g. formative assessment, strategies for challenge and support, differentiation. Element 7 – The school has programmes to support exceptionally Able, Gifted and Talented pupils (top</p>	<p>Discussion with pupils/staff learning logs Monitoring record sheets Assessment Policy Marking Policy Annotated Planning Year / cohort / individual tracking and target setting records Programme of Assessments Work scrutiny records Ofsted report</p> <p>Teaching and Learning Policy See E10 below</p> <p>Cross reference to E3 above and E10 below</p> <p>CPD record Documentation from whole staff and department / faculty development sessions Staff discussion</p>	<p>QS sections on</p> <ul style="list-style-type: none"> • Targets for improvement • Teaching and learning • Monitoring and support for underachieving pupils • Staff development • Exceptionally able pupils • Monitoring and evaluation <p>NQS sections A <u>Effective teaching and learning strategies</u></p> <ul style="list-style-type: none"> • Standards • Effective provision in the classroom <p>C. <u>Assessment for learning</u> D. <u>school organisation</u></p> <ul style="list-style-type: none"> • Leadership • Staff development • Monitoring and evaluation

	<p>2% of pupils nationally) 7.1 exceptionally able pupils are identified and recorded on an able pupils' register. <u>Element 10 – An effective procedure for monitoring the action plan and assess the effectiveness of the Able Gifted and Talented policy</u> Particularly: 10.3 Teaching and learning is monitored</p>	<p>Action Research Example of EEP</p> <p>Lesson observations Teacher plans and records Teacher records Evidence of follow up Policy for monitoring Work scrutiny Documentation from Self evaluation activities</p>	
<p>5b) How well do the curriculum and other activities meet the range of needs and interests of learners? E.g. Is learner's prior attainment and experience considered? Are needs, capabilities and aspirations matched? Are external requirements met? The extent to which enrichment activities contributes to learners' enjoyment and achievement.</p>	<p><u>Element 3 — A target for improvement of the school's provision and the performance of Able Gifted and Talented Pupils</u> Particularly: E3.3 Tracks pupils attainment and progress E3.4 The school ensures that records/data are used to support transition. E3.5 Data analysis and compares performance against other similar school E3.6 Formative assessment and positive marking used to identify next steps in learning. E3.7 Pupils assess their own performance and personal targets. Also E2.1 Seeks the views of pupils <u>Element 4 - The flexible use of a range of teaching and learning strategies and models of classroom organisation to meet the needs of Able, Gifted and Talented Pupils</u> Particularly: 4.3 - A commitment to offering a broad and balanced curriculum that recognises: <ul style="list-style-type: none"> • a wide range of opportunities will support identification of particular gifts and talents • that all pupils need to have a broad range of learning experiences • that there is a need to be flexible to meet the needs of pupils, allowing for depth and breadth of study • the development of creativity in all aspects of learning • the need to give opportunities to take risks. E4.5 Includes strategies to support transition.</p>	<p>Analysis of the attainment and progress of individuals and groups of pupils School Prospectus Subject policy documents Pupils questionnaires</p> <p>Curriculum policy Curriculum statement Long term curriculum plans Time Allocation/subject analysis Outcomes from Curriculum Review/Analysis Systems of monitoring how work covered matches planning Transition documentation</p>	<p>QS sections on</p> <ul style="list-style-type: none"> • <u>Targets for improvement</u> • <u>Teaching and learning</u> • <u>Resources</u> • <u>Monitoring and evaluation</u> <p>NQS sections <u>A Effective teaching and learning strategies</u> <ul style="list-style-type: none"> • <u>Standards</u> • <u>Effective provision in the classroom</u> <u>B Enabling curriculum entitlement and choice</u> <u>C Assessment for learning</u> <ul style="list-style-type: none"> • <u>Transfer and transition</u> • <u>school organisation</u> <ul style="list-style-type: none"> • <u>Resources</u> </p>

	<p><u>Element 8 The school has a range of appropriate resources including ICT</u> Particularly E8.1 Teaching and learning materials are used effectively to support AGT pupils in all curriculum areas E8.7 The school has a range of teacher's resources to support planning and innovation See also E10</p>	<p>Audit of resources Monitoring of planning and pupils work</p>	
<p><u>5c) How well are learners guided and supported?</u> E.g. Safeguarding welfare, promoting personal development to ensure good progress in their work Advice, guidance and support for learners</p>	<p><u>Element 1 - A whole school strategy, including an action plan, to support Able Gifted and Talented Pupils</u> Particularly: E1.1 - The school seeks to create a climate/ethos where the achievements of all are valued and success is celebrated E1.2 - The commitment to support Able, Gifted and Talented pupils is an intrinsic part of the Teaching and Learning policy and is reflected in all other school policies See also E2.1 – seeks the views of pupils <u>Element 4 - The flexible use of a range of teaching and learning strategies and models of classroom organisation</u> Particularly E4.4 - Addresses the pastoral care of Able, Gifted and Talented pupils as well as their learning needs E4.5 – Includes strategies to support transition <u>Element 5 - Regular reviews to identify underachievement and support individual pupils</u> Particularly E5.4 AGT pupils who are underachieving have specific targets and learning goals See also E2.1 – seeks the views of pupils <u>Element 7 - The school has programmes to support exceptionally Able, Gifted and Talented Pupils (top 2% of pupils nationally)</u> <u>Element 6 - A commitment to improve the skills of all staff in the school to meet the needs of Able Gifted and Talented pupils</u> Particularly E6.2 Ensure training for stag includes strategies to develop/enhance pupils self esteem E6.6 Support staff receive appropriate training and development <u>Element 8 The school has a range of appropriate resources including ICT</u></p>	<p>Celebration assemblies, displays of pupils' work, certificates, rewards, Award ceremonies, prizes that acknowledge talents, as well as, abilities and activities outside the curriculum and are culturally and socially inclusive. Questionnaires, learning logs, interviews Minutes of school / class council meetings.</p> <p>Relevant policy documentation E.g. PSHE, Inclusion. Pupil records Individualised programmes Transition records and systems Teacher observation Pupil tracking Test results Pupil / parent interviews CPD programme Lesson observations Documentation from staff training Co-ordinators handbook</p> <p>Pupils interviews</p>	<p><u>QS sections on</u></p> <ul style="list-style-type: none"> • Whole school commitment and strategy • Teaching and learning • Monitoring and support for underachieving pupils • Exceptionally able pupils • Resources • Parental involvement <p>NQS sections A <u>Effective teaching and learning strategies</u></p> <ul style="list-style-type: none"> • Effective provision in the classroom <p>B <u>Enabling curriculum entitlement and choice</u> C <u>Assessment for learning</u></p> <ul style="list-style-type: none"> • Transfer and transition <p>D <u>school organisation</u></p> <ul style="list-style-type: none"> • School / college ethos and pastoral care • Resources <p>E – Strong partnership beyond the school</p> <ul style="list-style-type: none"> • Engaging with the community, families and beyond • Learning beyond the classroom

	<p>Particularly E8.4 Pupils have independent access to resource and are encouraged to make use of these resources for private study E8.6 The school teachers pupils study skills that will encourage independent working <u>E9 Parental involvement</u> Particularly E9.4 – Parents are given guidance on how to support AGT pupils at home E9.5 Parents of pupils identified as AGT are invited to be involved in reviews of progress and target setting 9.6 Parents are given information about national organisations 9.7 Parents are kept informed of local and national initiatives.</p>	<p>Learning logs Lesson observation</p> <p>Website Documentation from Pupil / parent interviews</p>	
--	--	---	--

OFSTED SELF – EVALUATION FORM (SEF) LINKED TO THE CHALLENGE AWARD

Section 6 Leadership and management.

SEF Form	Link to Challenge Award	Evidence	Cross – reference with: Quality standard for provision for G&T pupils (QS) Draft National Quality standards in G&T Education (NQS) QS sections on
<p>6a) What is the overall effectiveness and efficiency of leadership and management? e.g. Clear direction Effective quality assurance and self-assessment Inclusion Effective and efficient deployment of resources Extended services to enhance education The extent to which governor discharge their responsibilities</p>	<p>Link to Challenge Award</p> <p><u>Element 1 A whole school strategy, including an action plan, to support Able Gifted and Talented Pupils</u> <u>Element 3 - A target for improvement of the school's provision and the performance of Able Gifted and Talented Pupils</u> Particularly E3.1 The school has targets to improve both the quality and range of its provision to support all potential talent to ensure breadth, depth and pace <u>Element 6 - A commitment to improve the skills of all staff in the school to meet the needs of Able Gifted and Talented pupils</u> Particularly E6.1 there is a whole school co-ordinator for AGT pupils 6.3 Staff development shows progression and is based on analysis of need 6.5 AGT pupils are part of the induction programme for new staff and information about the school's policy and practice are included in the staff handbooks <u>Element 10 - An effective procedure for monitoring the action plan and assessing the effectiveness of the Able, Gifted and Talented policy</u> Particularly: The school regularly reviews its policy to ensure that it is meeting the needs of AGT pupils E10.2 The action plan is regularly monitored to ensure progress E10.4 The governors have regular reports on the effectiveness of the school's policy and procedures (at least annually)</p>	<p>School Mission Statement Teaching and Learning policy, subject policies, department handbooks. Other policies including assessment Able, Gifted and Talented policy School's Prospectus Pupil tracking / target setting data and analysis Analysis of lesson observations</p> <p>Job descriptions</p> <p>Induction policy CPD records Subject leadership training Performance management</p> <p>Reports to Governing Body Schedule for monitoring Systems for lesson observations / reviewing subject Delegation of responsibilities clearly defined School Improvement plan and documentation from self evaluation</p>	<ul style="list-style-type: none"> • Whole school commitment and strategy • Targets for improvement • Staff development • Monitoring and evaluation <p>NQS sections A <u>Effective teaching and learning strategies</u> • Standards C <u>Assessment for learning</u> D <u>school organisation</u> • Leadership • Policy • Staff development • Monitoring and evaluation</p>
<p>6b) Where relevant: what is the effectiveness of leadership and management in the Foundation Stage?</p>			

Using this document

It is important that listing of evidence is supported by a reference to outcomes of actions and impact. SEFs need to be evaluative, not just descriptive. If this document is used alongside the Challenge Award Quality Standards or the DfES national standards, then that will help you come to a judgement as to the quality of your provision.